

Quality Review Report 2010-2011

Automotive High School

High School K610

**50 Bedford Avenue
Brooklyn, NY 11222**

Principal: Mary Brouder

Dates of review: April 5-6, 2011

Lead Reviewer: Karen Watts

Part 1: The school context

Information about the school

Automotive High School is a high school with 917 students from grade 9 through grade 12. The school population comprises 66% Black, 29% Hispanic, 2% White, and 3% Asian students. The student body includes 5% English language learners and 25% special education students. Boys account for 95% of the students enrolled and girls account for 5%. The average attendance rate for the school year 2009 - 2010 was 75.2%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- School leaders use creative programming and make organizational decisions that are consistent with the school's vision of accelerating academic growth to increase the graduation rate.
 - The school purchased additional SMART boards and provides teachers support to incorporate more technology use in teaching and learning so that students are more engaged and instructional lessons better address students' learning needs. Additionally, the school uses a software program to test students, the NYC Writing Project to address deficits in the English language arts and consultants to provide professional development in social studies and master teachers in the math department.
 - The school has instituted a nine period day to allow for strategically placed double periods in students' schedules to increase time on task that leads to higher passing percentages on Regents exams. Additionally, College Going Culture Teams are assigned to each cohort of students to address college mentoring readiness and the academic rigor of the curriculum offerings. The school has assigned an assistant principal and guidance counselors to each cohort of students so that they are responsible for the development of the whole child resulting in increasing levels of respect between staff and students.
- The school has a college oriented culture where students appreciate the level of support they receive for their personal development and post secondary aspirations.
 - All students are mentored by graduation guardians and grade level college coordinators who meet regularly with the students to support and push them to stay on track to succeed and graduate.
 - Students influence the programs at the school through their participation in town hall meetings where they are able to share their ideas that get incorporated into the decisions that are made at the school. For example, students shared that the student government plays a huge role in the school decision to offer courses such as AP Calculus and Chemistry and SAT classes that are aligned to students' needs and interests leading to more student involvement and improvements in learning.
- Parents are well informed and benefit from a variety of interesting and useful workshops to help them serve as true partners in supporting their child's education.
 - The parent coordinator, administrators, faculty and counselors effectively communicate with and support parents by providing various workshops from college financing to Regents exam preparation to help parents help their children. Parents especially like the easy access they have to the school's data information system that allows them to log in and check their child's progress. They are able to access student progress in current classes in addition to report cards, attendance data and transcripts. Parents

attend workshops to learn to use this tool so they can be aware of how they can help their children to be successful.

- The observation process is well planned, targeted and differentiated to meet the needs of individual teachers so that teaching practice and student learning improve.
 - Focused walkthroughs and observations using the Danielson teacher effectiveness framework provide immediate feedback to teachers on classroom practice. The framework provides a common lens so that administrators can evaluate teaching practice and identify next steps for individual staff.
 - The school provides a menu of professional development opportunities for all teachers ranging from the work on teams to technology use to a variety of conferences. Teachers turnkey information from outside conferences and workshops to promote professional growth and a supportive environment for all teachers. School leaders work closely with teachers up for tenure to ensure that they are making adequate progress in their instructional practice, their impact on student growth and their professional contributions to the school community.
- The school provides both internal and external professional development opportunities for teacher growth and leadership development to improve the delivery of instruction and learning.
 - The school provides professional development in literacy across the curriculum to address student needs as well as training in a test management system to support teachers' efforts in creating the Design Your Own periodic assessments. The school's teacher center provided professional development in the use of the Smart boards so that teachers could use them in instruction to drive learning.
 - Teachers receive training in leading inquiry and other teams at the school during monthly Department of Education external workshops linked to the teacher effectiveness pilot. Teachers attend the training once per month at and turnkey information back at the school.

What the school needs to improve

- Ensure that the curriculum incorporates key standards in rigorous tasks that engage students through higher order thinking so that student achievement is maximized.
 - Although some curriculum maps are aligned to State standards and include some rigorous tasks, this practice is not consistently embedded across all grades and subject areas. Without a curriculum that encompasses identified key standards to target instructional areas of need, the school struggles to offer students curricula complete with rigorous academic tasks that successfully close the achievement gap and promote college readiness for a diversity of learners.
- Extend the level of instruction so that all lessons engage every student's thinking and provide multiple entry points that offer suitable challenge in order to increase student outcomes.

- Instruction is differentiated based on data, such as student reading and ability levels, particularly in the career and technical education classrooms. However this practice is not embedded in all classrooms, resulting in students at either end of the learning spectrum not constantly receiving instruction that address their academic needs.
- The school uses educational technology strategies to promote student thinking, however these and other instructional strategies fail to promote higher order thinking among students. Consequently, student work demonstrates minimal levels of learning.
- Establish measurable short and long term academic goals for students that accelerate student learning.
 - The practice of setting individualized learning goals and benchmarks across subject areas to effectively measure and evaluate progress is just beginning. Although some teachers set goals for students in need of academic supports to promote learning success, the goals are primarily behavioral and do not necessarily address the academic deficits of students. Without an established practice in place that uses data to drive interim benchmarks and measureable goals to improve student learning, teachers' ability to make adjustments to instruction in order to accelerate student learning is limited.
- Further develop the data analysis practices at the classroom level so that instruction is differentiated to increase academic achievement for all students and sub-groups.
 - Although teacher teams use data to gain feedback around the instructional program to make adjustments, the analysis of various forms of data that captures the needs and strengths of the various sub-groups has not yet yielded student progress overtime. The current level of data analysis struggles to provide the necessary information to target students' unique needs through differentiated instruction, therefore stalling student progress.
- Strengthen systems to evaluate the effectiveness of the curriculum, pedagogy and organizational decisions in order to make adjustments that maximize students' learning.
 - Although teachers are revising curriculum maps and performance tasks, the administration has not yet developed systems to regularly review effectiveness of the school's curricula to ensure that it is promoting instruction that addresses student needs and maximizes learning.
 - School leaders have inconsistent structures in place to determine the effectiveness of organizational decisions. For example, based on poor academic science results the school invested in a math assistant principal to work with the science department which has led to even poorer results. Without an effective structure that continuously measures the usefulness of organizational decisions, student outcomes will struggle to improve.

Part 3: School Quality Criteria 2010-2011

School name: Automotive 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	
P				
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