



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Division of Performance and Accountability
2010-2011**

Quality Review Report 2010-2011

William E. Grady Career and Technical Education

High School K620

**25 Brighton 4th Road
Brooklyn
NY 11235**

Principal: Geraldine Maione

Dates of review: March 9 – 10, 2011

Lead Reviewer: Aimee Horowitz

Part 1: The school context

Information about the school

William E. Grady Career and Technical Education is a high school with 1,160 students from grade 9 through grade 12. The school population comprises 28% Black, 7% Hispanic, 2% White, 2% Asian, and 61% not reported. The student body includes 3% English language learners and 21% special education students. Boys account for 81% of the students enrolled and girls account for 19%. The average attendance rate for the school year 2010 - 2011 was 79.8%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school has initiated highly effective school programs and collaborations that provide students with an array of learning opportunities to support their social-emotional and academic needs.
 - Concerns over creating a culture of respect led the school to provide ongoing professional development in how to use spoken language to create a respectful classroom environment. Students comment that, “Our school environment has changed. Our principal makes us feel special everyday. Our teachers are supportive too.” In one year, students’ credit accumulation in all core subject areas has increased from a minimum of 7% in Social Studies to 11.32% in math.
 - In school and real world learning opportunities are provided through robust career technical education courses, internships, and strategic partnerships aligned with school-wide goals. College Now, The Male Initiative Project, The Explorer Program, and St. John’s University strengthen academic growth, support a college going culture, and bolster social-emotional growth.
- The principal has made calculated hiring and programming decisions to build capacity and to meet students’ needs.
 - The principal has targeted the schools’ areas of weakness and the needs of specific subgroups better enabling teachers to meet students’ needs by creating Freshman and Sophomore Academies where counselors and advisors loop with students, by instituting common planning time, by providing credit deficient students with on-line credit recovery options, by hiring a math-science assistant principal and coach to build capacity and work with targeted faculty, by hiring a special education master teacher to model best practices and build capacity, and by programming all special education teachers to teach self contained classes in the same subject area as their integrated co-teaching class.
- Staff gathers and uses a wide range of data across all subjects to understand individual and relevant subgroup performance, progress, and learning needs.
 - Department teams create uniform Regents style mid-term and final examinations with a focus on writing and building stamina. Item analysis is used to assess effectiveness of instruction, revise curriculum, and to drive future instruction resulting in substantial increases in Regents pass rates in core subject areas.
 - The school uses Periodic Assessments and other formative and summative data to analyze student performance and to target instruction for particular grade levels and student subgroups. As a result students in the final year of Global History were programmed for a double period class that emphasized writing and allowed students to complete extended writing assignments.
- The school uses observations to identify teachers’ needs and to target professional development and coaching with attention to individual teacher needs.
 - Walkthroughs and observations target teacher needs that are addressed through various professional development options including inter-visitations, individual

- coaching, and master teacher and United Federation of Teachers' Teacher Center support. The necessity to improve instruction and achievement for students with disabilities led the school to initiate training sessions around the six models of effective team teaching. Career and Technical Education classes are piloting a collegial observation process. The assistant principal together with two teachers observes classes to aid all teachers in developing and implementing new strategies.
- The principal and her cabinet use multiple sources including walkthroughs, observations, scholarship, attendance and behavior data, teacher anecdotes, and student work products to target professional development, to provide teachers with feedback, and to evaluate teacher planning and performance resulting in a greater number of teachers regularly planning student centered lessons and in unsatisfactory ratings for those who do not implement recommendations to improve pedagogy and increase student learning.
 - The principal and staff work as a unified team to maintain a supportive, respectful, and orderly environment for learning to take place.
 - Analysis of the Learning Environment Survey, attendance data, and incident reports have guided the school in implementing a guidance approach to behavior such that deans collaborate with guidance counselors, the deans' office is open to all students as a "drop-in" center, and there are tables in the cafeteria where students can play a variety of games. Students paint murals exhibiting their cultures and scenes from school in the hallways and on doors, including a Respect for All mural with handprints of school community members who pledged to be respectful as they contributed their handprint. Through the media arts program, students celebrate their cultures. This has created a greater connectedness to school, leading to fewer incidents and improved scholarship and attendance.
 - Freshman and Sophomore Academies with counselors and advisors who loop with students, the adopt-a-student program, and at-risk counselors support students' development and ensure that each student is well known.
 - Based on observation and other data analysis, the school has implemented a comprehensive professional development program that aligns to school wide goals and supports teacher and student growth.
 - Daily common planning time and study groups facilitated by master teachers enable discussion and sharing of pedagogical practices to improve achievement. Consequently, teachers are more reflective as to what strategies are successful in improving student learning.
 - Training for staff on the implications of Progress Report Data, student decile data, identification of students in the school and city's lowest third, strategies for daily data collection to inform instruction, curriculum mapping, and the Common Core State Standards ensures that instruction is aligned with the school's goals.

What the school needs to improve

- Increase academic rigor in all classes to consistently include critical thinking skills and higher order student work products to ensure student engagement.

- Although some teachers plan learning activities that include differences for selected students, such as using visual images, news clips, demonstrations, hands-on activities with real world applications, and providing students with choices, tasks are frequently elementary and lack rigor; consequently, not engaging all students.
- Though the school has aligned instruction to targeted goals, classroom pedagogy does not consistently engage students in rigorous tasks, which develop problem solving and higher order thinking skills. Questioning does not consistently generate evidence-based discourse or extended student responses.
- Enhance differentiation of instruction to ensure that lessons engage all students and enable them to access rich learning experiences that are challenging and meet their defined needs.
 - Differentiation is inconsistent throughout the school. Although students often have choice in “Do Now” activities and there is some ability based grouping, challenging students is not consistent. Further, the school does not always monitor group work, resulting in limited feedback to students to support next steps.
 - Though student writing and vocabulary development is evident in all classes, tasks do not consistently engage all students and are often limited to writing book reports, journal entries summarizing learning, and reports of information. Writing assignments rarely require students to independently research or engage in analysis of information. As a result, not all students feel adequately prepared for Regents examinations or college.
- Provide consistent and specific feedback to students to help them set and achieve their goals and increase their learning.
 - Regularly afford students with opportunities to revise and reflect on their behavior, work, and their learning so that they can set meaningful realistic goals for themselves and are accountable for their progress.
 - Further develop rubrics to provide students and their families with clear next steps for improvement to facilitate conversations about growth and to help students set and achieve their goals.
- Increase student accountability and achievement by establishing greater consistency in including students in setting skills-based learning goals to ensure that goals are understood, explicit with next steps, and shared with parents.
 - Although the school has taken steps to inform parents of important events, and students’ successes and progress towards school-wide goals, teachers do not consistently engage students in setting rigorous goals and in communicating those goals to their families. Consequently, students and their parents are not always aware of the school’s expectations.
 - Although parents report that the school is responsive to their needs and they are invited to participate in college trips, to observe classes in the school, and to participate in the PTA and school leadership team, family leadership is minimal, limiting the possibilities for a strong home-school connection.

Part 3: School Quality Criteria 2010-2011

School name: William E. Grady Career & Technical 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