

Quality Review Report 2010-2011

**W. H. Maxwell Career and Technical Education High
School**

**High School K660
154 Pennsylvania Avenue
Brooklyn
NY 11207**

Principal: Jocelyn Badette

Dates of Review: November 3-4, 2010

Lead Reviewer: Karen Watts

Part 1: The school context

Information about the school

W. H. Maxwell Career and Technical Education School is a high school with 765 students from grade 9 through grade 12. The school population comprises 72% Black, 24% Hispanic, 2% White, and 2% Asian students. The student body includes 5% English language learners and 23% special education students. Boys account for 31% of the students enrolled and girls account for 69%. The average attendance rate for the school year 2009 - 2010 was 73.7%.

Overall Evaluation

This school is developing.

What the school does well

- The dedicated principal continuously conveys high expectations to students and families and promotes active participation in the school's community, positively impacting on student achievement.
 - Parents feel the school holds high expectations for their children and are knowledgeable of the graduation, attendance and scholarship expectations which fuel the forward movement of the students and the school. Students are expected to pass classes and Regents exams with grades of 75% or better and to graduate with an advanced Regents diploma.
 - Parents share in the decision making at the school and cite the advocacy of the parent coordinator as an important factor. Parents are particularly supportive of the after-school tutoring program that is addressing the needs of students with attendance challenges leading to increased credit accumulation and more students graduating on time.
- Effective support services and collaborations provide students with a wide range of opportunities to grow academically and socially leading to desired outcomes.
 - The school's provides professional development for all staff in the small learning communities in mentoring and guidance protocols so they can more effectively address the various needs of students assigned to them. The school's relationship with various organizations and programs profoundly impacts students' academic outcomes by addressing their developmental needs. Students also participate in authentic community internships thereby acquiring critical career skills as required by the certified career and technical education programs, such as appearance enhancement, vision technology and fashion.
- The school provides a calm, safe and orderly environment that supports student learning and leads to improved student outcomes.
 - Mentors in the small learning communities are supportive of the academic, social, and emotional needs of students. Every mentor ensures that their mentees attend school on time daily, participate in all classes and complete their course work resulting in students feeling a sense of belonging that has contributed to increases in positive behavioral and academic outcomes. Students report that they attend the school because of its career and technical education programs and as such are interested in their learning. They have a strong desire to succeed in their chosen fields and feel that they are supported by all of their teachers to make this possible.
- Leaders make informed and effective organizational decisions across all aspects of the school to support improvements in learning.

- The school created three small learning communities each composed of a supportive team including an assistant principal, guidance counselor, dean and attendance teacher to work with teachers and students in each community. This practice keeps students on track with course work and preparation for Regents exams leading to the attainment of the school's instructional goals.
- As a result of strategically using technology resources to strengthen both teaching and learning, the school supports the distinctive needs of its ninth graders leading to increases in scholarship.
- The school routinely analyzes relevant summative information to identify trends in student progress and performance to make strategic decisions to improve student promotion and graduation.
 - Using a comprehensive approach to data analysis of credit accumulation and Regents' assessments results, with specially designed data gathering tools, the school has identified attendance and graduation rates as areas of need.
 - The school's study of attendance data has resulted in a unified approach toward improving attendance. The school has invested in a school-based program that focuses on 100 students with the poorest attendance for extensive outreach and in-classroom support. Additionally, the school has instituted tutoring specifically geared to students with attendance challenges where they are supported to catch up on missed course work.

What the school needs to improve

- Ensure that the school's curriculum is translated to the classroom so that students are engaged in challenging tasks that promote student learning.
 - Although a written curriculum aligned with State standards is available through the principal, it struggles to represent how curricula and academic tasks are derived from data analysis so that students' needs are best met in the classroom. Without the refinement of the curriculum to address the academic needs and trends as they occur, the curriculum struggles to adapt to the ever changing needs of the school.
 - Although the school identifies writing as a necessary habit, the practice of consistently embedding rigorous tasks into the curriculum across classrooms has yet to fully evolve. Without a constant inclusion of rigorous behaviors rooted into academic tasks, the higher level thinking skills for all students are left unaddressed.
- Adjust teacher pedagogy to incorporate instruction that is differentiated and continuously meeting the identified academic needs of all students.
 - Some teachers utilize data to establish groups based on performance, skill, interests or learning style, however this is not an embedded practice.

Presently, differentiation is not the norm across classrooms resulting in some students not being challenged and their individual learning needs not being consistently met.

- Technology based teaching strategies are used in some classrooms to address the individual learning needs of students leading to some students being challenged and engaged. However, this promising practice is only reaching a small percentage of the students resulting in the lack of a school-wide implementation of effective technology based teaching strategies that fully engage students through challenging tasks.
- Develop formative assessments aligned with the curriculum so that results gained drive changes to curriculum and instruction.
 - Although teachers analyze diagnostic pre-assessments, these results fail to provide data that identifies student strengths and weaknesses, thereby impeding the differentiation of instruction to meet students' needs. In addition, the absence of gathering data from teacher created assessments administered throughout a unit impedes the teachers' ability to provide actionable feedback on the effectiveness of classroom decisions.
- Provide learning opportunities for teachers that are matched to their needs and support the school's instructional goals for continued improvement.
 - The current professional development of teachers is limited to common planning within the small learning communities which do not meet the needs of all teachers. In the absence of a comprehensive professional development menu of options, teachers struggle to grow professionally.
 - Currently, the administration uses the observation process to identify good teaching practices that are shared during inter-visitations. However, this practice lacks a clear link between performance evaluations based on the analysis of student assessment data, work products and classroom observations in order to provide next learning steps. Therefore the monitoring of teacher performance and progress over time is inconsistent.
- Further develop systems that evaluate the effectiveness of curricular and instructional decisions so that adjustments can be made to meet the needs of all students.
 - Routine review of instruction and its alignment with the written curriculum is not yet an embedded practice. The absence of this practice results in a lack of planning to monitor the effectiveness of curricular and instructional decisions along with their impact across the school.
 - At this time, the school relies primarily on summative student data to determine the effectiveness of its curricular and instructional decisions. Without systems to measure the effectiveness of those decisions, the school struggles to adequately address students' academic needs that arise during the school year.

Part 3: School Quality Criteria 2010-2011

School name: W. H. Maxwell 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