

Quality Review Report 2011-2012

Lillian L. Rashkis High School

75K371

**355 37th Street
Brooklyn
NY 11232**

Principal: Joan Antonelli

Dates of review: April 30- May 2nd, 2012

Lead Reviewer: Karina Costantino

Part 1: The school context

Information about the school

Lillian L. High School is a high school with 339 students from 9th through grade 12. The school population comprises 59% Black, 26% Hispanic, 10% White, and 4% Asian students. The student body includes 16% English language learners and 100% special education students. Boys account for 72% of the students enrolled and girls account for 28%. The average attendance rate for the school year 2010 - 2011 was 70%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Students benefit from a broad standards-based curriculum aligned to the Common Core Learning Standards (CCLS) for a variety of learners which results in a clear focus to increase post secondary readiness. (1.1)
 - Within the four sites of the school for standard, alternate and inclusion students, the school's focus for all students is the integration of the Common Core Learning Standards emphasizing reading and writing. Across all classrooms, instruction is rigorous and aligned with the Depth of Knowledge Matrix and all teachers deliver the same content with varied entry points. This has resulted in the school successfully moving 7% of their students to least restrictive environments. In addition, over aged under credited students take vocational classes two times a week. For example, students take engraving, home economics and silk screening as part of a Co-Op program, which is a vocational program that supports the students. Currently two students attend K371 in the AM and CO-OP Tech in the PM to complete an internship on barber shop training. This results in increasing opportunities for post secondary outcomes by helping students develop more appropriate skills for vocational jobs.
 - Rigor for the Alternate Assessment students results in developing the skills necessary to have students move toward their level of independence to be productive members of society. This is evidenced by those students that are able to attend St. Francis Co-op performing tasks such as cleaning maintenance, in addition to displaying the responsibilities, vocabulary and skills necessary to accomplish the tasks assigned. A special program entitled *Unique*, focuses on the academic standards while embedding a strong emphasis on life skills. The school provides real life experiences for students as they develop their skills.
- The principal makes informed and effective organizational decisions across all aspects of the school to support improvements in learning. (1.3)
 - In order to support the school's instructional goals, the principal allocated funds to create fitness room not only to encourage healthy living for all students, but also to improve attendance. All students are required to utilize the room as one of their gym periods. This results in a strong emphasis on healthy living, as well as improved attendance for students and stronger student work products evidenced in increased rigor in Alternate Assessment tasks as evidenced by the understanding and/or use of specific language and vocabulary for the appropriate task.
 - The school has inquiry teams for all content areas on and across grades that meet two to three times a week. In addition, the school also has an Alternate Assessment inquiry team. This team meets two to three periods a week to examine student work and review each student's data portfolio. As a result of the diligent work of the Alternate Assessment inquiry team meetings, there are improvements seen in teacher effectiveness in

developing appropriate tasks for students relating to the Common Core state learning standards.

- Students demonstrate high levels of engagement in well matched lessons that supports the school's belief for best learning conditions and students' enthusiasm for learning at their instructional levels, to reach their potential. (1.2)
 - Lessons throughout the school push student thinking, whether it be for students with Individual Educational Plans (IEP's) for standard assessment criteria or Alternate Assessment criteria. Thoughtful questioning, use of ipads, and rigorous vocabulary are evident across all classrooms which supports the school theory on how students learn best. All inquiry teams are focused on reading and writing and teachers develop rigorous lessons to support the goals on each individual student's IEP, in order to support their specific entry points. Constantly looking at student work, teachers consistently review strategies to improve practice. This is evidenced by the quality of the student's discussion in the classroom and student work products throughout the school.
- Through the regular use of a wide range of data, leaders and faculty evaluate the progress and performance of individuals by group identifying areas of need resulting in modifying instruction and practice increasing outcomes. (2.2)
 - Teacher teams create rubrics aligned to reading and writing standards to evaluate students' work. They use the data to determine the effectiveness of the strategies they implement in classroom lessons. In addition, all students are administered learning style inventories which teachers use to develop lessons that consistently engage their students. The Alternate Assessment team videos students, with permission from their parents, as they master life skills to note areas of challenge. Additional data is collected in writing from the Writing Inquiry Student Writing Evaluation Form and the Writing Continuum. For 12:1:1 students, teachers score vocabulary with a rubric entitled Learning Score for Multi-task Words. The extensive use of data compiled from standardized as well as teacher created assessments provide all teachers with a comprehensive view of students' areas of strength and need.
 - Teacher Teams view classroom formative and summative assessments to look at the progress of their targeted students across all sub groups, particularly their achievement in writing. One of the successful results of these team meetings is the development of various graphic organizers to focus student thinking around writing. These graphic organizers are now used with all students and have resulted in improved student work products for standard and Alternate Assessment students.
- The school promotes professional growth through the observation of teacher practice and the analysis of learning outcomes to elevate instructional practice throughout the school. (4.1)
 - The school uses the *Teachscape Program* to improve teacher effectiveness. The program provides timely feedback for all components of academic success and drives professional development ideas and

topics. In addition to *Teachscape*, the school employs a more detailed template that administrators have developed to provide feedback to all teachers from frequent classroom visits. Assistant principals revisit classrooms to observe teachers for successful implementation on feedback suggested to support student growth. Additional opportunities for professional growth is provided among teachers as intervisitation takes place on an ongoing basis where staff members mentor each other, as well as the assistance teachers receive from coaches and the assistant principals. Specific mentoring is provided for new teachers by the school and District 75 coaches in both English language arts (ELA) and Math. The result of this ongoing monitoring is demonstrated by 87% of the teachers agreeing they received the support they needed to teach their students effectively according to the Learning Environment Survey.

- Effective student support services, collaborations and partnerships provide students and families with a wide range of opportunities which accelerate their academic and personal growth. (4.4)
 - The school enjoys collaborations for its students with a number of external partnerships. The Transition Team of the school provides students with vocational training at Kings County Hospital, The Fort Hamilton Army Base, St. Francis College and Kingsborough Community College. Students and their families are afforded the opportunity to use these partnerships as apprenticeships, providing them with the responsibilities, and academic requirements to pursue meaningful positions towards independence upon graduation.
 - The school provides students with on site opportunities to prepare for post secondary independence. For example, students can participate in baking, and other vocational skills while in school. There are integrated guidance/advisement support counselors at each of the four school sites, in addition to the work site. They provide professional support to students and families connecting them with the appropriate community agencies, to set the stage for employment upon graduation.

What the school needs to improve

- Further engage parents in school decision- making in order to increase their capacity to assist their child's learning and enable them to track progress towards attaining their goals. (2.4)
 - Although school leaders and faculty engage families on a regular basis in important school activities, there is an absence of structures to support families in playing a meaningful role on the School Leadership Team (SLT) and using tools, including the ARIS link so they can understand their student's data and performance. Currently, while there are some parents involved in this way, the lack of a more viable protocol to engage more families minimizes the opportunity to have their input in school decision-making that impacts their child's education.

- Continue to refine and ensure that all student goals include precise short and long term learning targets that are understood, explicit with next steps and shared with staff and parents. (3.3)
 - Although teachers are in the practice of providing feedback to students and families on students' progress, opportunities for support or enrichment, it is inconsistent across teachers and not understood by all parents, preventing some students from doing their best to improve their outcomes at home. In addition, although school leaders track progress by looking at assessments and make necessary adjustments, these are not shared with staff in a consistent organized way, thus limiting teachers in consistently making informed decisions on instructional practices to support student growth.
- Include measurable long term outcomes with interim checkpoints in all goals across the school to monitor progress and growth. (5.3)
 - School leaders, teachers and teacher teams all have systems for measuring progress toward interim goals, identifying areas of need and making revisions to plans and goals throughout the year. However, these processes are not currently transparent and inclusive in a way that allows for sharing with the entire staff. In the absence of increased transparency and inclusiveness, the collective efforts to improve instructional practices and large scale ownership of school wide goals are minimized.
- Develop structures that enable school leaders to monitor the effectiveness of teacher teams and the school's leadership development opportunities to support the development of teacher leaders. (5.4)
 - Although school leaders and faculty regularly evaluate the effectiveness of teacher teams engaged in professional collaborations and make improvements to support the work where needed, there is no evidence of monitoring the teams at uniform intervals of time school wide to drive efforts to build coherence between curricular, instructional assessment, culture and climate and attendance practices. In addition, although school leaders regularly evaluate leadership development opportunities for teachers, they do not focus on using the teacher teams to support the development of teacher leaders, therefore missing the opportunity to have teams support them in this effort.

Part 3: School Quality Criteria 2011-2012

School name: The Lillian L. Rashkis 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 as evidenced by meaningful student work products?				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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?				X
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?				X
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students progress toward school and class expectations?			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 staff, students and families, and support students and families to achieve them?				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, guidance/advisement 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, with particular attention to the CCLS?			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