

# Quality Review Report 2011-2012

**EBC High School for Public Service**

**32K545**

**1155 Dekalb Avenue  
Brooklyn  
NY 11221**

**Principal: Shawn Brown**

**Dates of review: April 30<sup>th</sup> and May 1<sup>st</sup>, 2012**

**Lead Reviewer: Dr. Tarika Barrett**

## Part 1: The school context

### Information about the school

EBC High School for Public Service is a high school with 702 students from grade 9 through grade 12. The school population comprises 9% Black, 88% Hispanic, 1% White, 1% Asian students and 0% other students. The student body includes 17% English language learners and 12% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2010 - 2011 was 81.4%.

### Overall Evaluation

**This school is underdeveloped.**

## Part 2: Overview

### What the school does well

- Across classrooms, teacher practice is moving toward greater alignment with curriculum and a shared understanding of how students learn best. (1.2)
  - The school has chosen to focus on instructional practices including the teaching of academic vocabulary and purposeful student grouping. Most classroom visits saw students working in groups, with teachers and students engaging with content-specific vocabulary verbally and sometimes through written tasks alongside their peers. Students did this utilizing primary documents and secondary sources that they were asked to read and analyze. Teachers were observed explicitly referring to academic vocabulary or embedding vocabulary words in the questions posed. The result has been increased attention to the importance of academic vocabulary across content areas.
- The principal has made strategic decisions to re-allocate resources to offer students critical academic supports and to allow for meaningful teacher professional collaboration aimed at improving student outcomes. (1.3)
  - The principal has begun to identify critical staffing areas and resources that need to be in place in order to support schoolwide goals of academic improvement. A strategic decision was made to expend significant funding on securing technological resources for students such as SmartBoards and laptop computers as well as professional development to support teachers in their effective use. Grade teams and individual teachers were subsequently trained in the use of technology to support differentiation and as a student engagement tool. Additional resources were allocated toward the creation of after-school Regents prep classes and Global Studies Regents prep on Saturdays, affording students added academic support.
  - A key organizational decision focused on instituting teacher teams across the school and establishing daily scheduled time for them to convene. In addition to establishing functioning grade teams, work has been done to convene a team of teachers dedicated to developing an advisory curriculum. This work is supported through the identification of a dedicated consultant to lead this work with two periods per week devoted to this effort. Additionally, school leaders have prioritized collaboration through the launching of instructional rounds, a practice that happened over several weeks and involved roughly fifteen teachers. The result was the completion of thirty-five teacher intervisitations and movement toward a shared language for discussing instruction and problems of practice.
- School leaders communicate high expectations for staff, families and students around the delivery of instruction and student academic and social behavior. (3.4)
  - Several schoolwide efforts aim to underscore the importance of high expectations and include work to establish and develop teacher teams, a

focus on promoting and supporting teachers' use of the workshop model of instruction, and the more frequent observation of classroom instruction. School leaders have also asked staff to develop curriculum maps, adhere to practices and behaviors outlined in the school's handbook, and to increase documentation of student performance and behavior in order to improve the quality of outreach to parents. Additionally, school leaders disseminated a survey to staff and students to gain a better understanding of what issues contributed to patterns of low student performance. The result has been increased attention to issues of grading policy, and the exploration of protocols for tracking student social-emotional growth.

- The school has facilitated opportunities to engage families in a shared dialogue about high standards of student academic performance and social-emotional behavior. There have been two town hall meetings for parents thus far, affording families the opportunity to discuss school performance, plans for improvement and the overall vision of the school. Another avenue the school has used to connect with parents has been the School Leadership Team. Through monthly meetings, a subset of parents is involved in a discussion about school practices and outcomes. Parents report that they were aware of the school's aspiration to have their children graduate high school and attend college, and that the school provides meaningful supports to have their children achieve this goal.
- Short, frequent cycles of classroom observation, informed by a research-based instructional framework, offer teachers feedback about teaching and learning with the goal of improved instructional practice. (4.1)
  - School leaders are establishing a consistent practice of visiting teachers' classrooms regularly and providing meaningful feedback. Aided by the use of an observational tracker, the principal and assistant principal identify teachers in need of support and devise targeted interventions, including the modeling of effective teaching strategies in classrooms. Support has been for an extended period of time for some teachers who were identified as needing additional coaching in Domain 3a of Charlotte Danielson's Framework for Teaching that assesses the quality of direct instruction. Teachers receive immediate verbal feedback and a completed informal feedback template within one to two weeks of being observed. Conversations moving forward aim to better incorporate student data such as student work.

### **What the school needs to improve**

- Develop protocols to identify key state standards in curricula and develop Common Core Learning Standards-aligned tasks, emphasizing higher order thinking skills and promoting postsecondary readiness. (1.1)
  - School leaders have asked teachers to submit curriculum maps, some of which are developed collaboratively within departments and with input from special education and English language learner teachers. This practice is emergent, however, and curriculum does not consistently emphasize key standards or support the meaningful integration of Common Core Learning Standards (CCLS) tasks. As a result, students in

classrooms are not engaged in sufficiently rigorous tasks that promote higher-order thinking.

- Establish school-wide assessment practices that include ongoing checks for understanding and the widespread use of rubrics facilitating transparent and actionable feedback to students. (2.2)
  - While teachers create individual assessments, and in some cases rubrics, there is, at the time of this report, no schoolwide structure in place for assessing students. There is also little evidence that students receive timely and actionable feedback about their performance, and classroom practices did not reflect consistent use of ongoing comprehension checks beyond the pervasive implementation of exit slips. Department teams and some grade teams are embarking upon collaborative work to create assessments aligned with state standards. The school has begun exploring professional development opportunities for teachers to develop expertise in this area and also recognizes that putting in place leadership structures and protocols to support this work would be advantageous. Until this is in place, however, student improvement is hampered by the lack of consistent, quality assessments and timely feedback.
  - Case conferencing is an emerging strategy the school is leveraging to better use student data to drive instruction and address student social-emotional concerns. School leaders are encouraging staff to regularly analyze classroom-level data, but conveyed that this practice was inconsistent across the school, leading to missed opportunities for data to be collected, analyzed and used to inform adjustments in instruction.
- Support teachers in achieving greater effectiveness in regard to data analysis to support student goal setting for individual students and student groups. (3.2)
  - Current efforts at the school in regard to setting student goals are inconsistent, with some teachers and teams delineating what students should know and be able to do and with others not doing this work. There is, at the time of this report, no formal expectation for teams of teachers to set goals for groups of students. Teachers are given student data but school leaders have articulated that systems need to be established to ensure they are used to inform instructional improvements and identify additional support areas for students. Until these changes are implemented and students have clearly established goals, opportunities for student growth are limited.
- Systematize the analysis of data to track progress and facilitate the ability to make organizational mid-course corrections to better support student achievement. (3.3)
  - Student data being collected and analyzed are limited in nature and do not include Periodic Assessments. Data are currently analyzed at the individual teacher and team levels, although inconsistently and not necessarily in service of developing or amending student learning goals. Case conferencing and advisory are two venues where teachers use data, but it is not consistently academic in nature. Additionally, the quality of feedback given to students and families pertaining to student progress

and areas for growth does not offer a picture of what specific next steps students must take in order to be successful, impeding potential for student progress.

- Determine how best to effectively evaluate the effectiveness of teacher professional collaboration so that work is maximized to influence student achievement. (4.2)
  - Although systematic efforts have been made to ensure that all teachers are now participating in the work of teacher teams, the use of an inquiry approach across these teams is inconsistent. Teams are looking at students performing in the school's lowest third and are also utilizing case conferencing to identify additional supports for struggling students. However, in regard to academic interventions, teams were observed discussing assignments and student performance, but not with clear next steps that would translate into changes in instruction and/or assessments and subsequently gains in student performance. Additionally, school leaders have a less than comprehensive sense of the effectiveness of these teams and key areas of challenge
- Implement a coherent system for analyzing the impact of academic interventions and curricular programs. (5.1)
  - While the principal has begun to assess organizational resources to support student learning, this analysis is informed largely by intensive classroom observations with a subset of teaching staff and does not fully incorporate feedback from department teams and other sources of information within the school. Subsequently, school leaders do not have a complete picture of the impact of resource allocation on instructional decisions or capacity-building efforts.

## Part 3: School Quality Criteria 2011-2012

<b>School name: EBC High School for Public Service</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>	<b>X</b>			
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?	<b>X</b>			
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?		<b>X</b>		
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?		<b>X</b>		
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?		<b>X</b>		
<b>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.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?		<b>X</b>		
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?	<b>X</b>			
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?	<b>X</b>			
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students progress toward school and class expectations?		<b>X</b>		
<b>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.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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?		<b>X</b>		
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?	<b>X</b>			
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?	<b>X</b>			
3.4 Communicate high expectations to staff, students and families, and support students and families to achieve them?		<b>X</b>		

<b>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.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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?		<b>X</b>					
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?		<b>X</b>					
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?		<b>X</b>					
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?		<b>X</b>					
<b>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.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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?	<b>X</b>						
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?	<b>X</b>						
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?	<b>X</b>						
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?	<b>X</b>						
<b>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>