



**NYCDOE**

**Quality Review: Final Report**

# **The New York City Department of Education**



# **Quality Review Report**

**Brooklyn School for Career Development**

**High School 753**

**510 Clermont Avenue  
Brooklyn  
NY 11238**

**Principal: Yvrose Pierre**

**Dates of review: May 15 - 16, 2008**

**Lead Reviewer: Helen Donnellan**

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## Part 1: The school context

### Information about the school

The Brooklyn School for Career Development is a special education high school with 416 students from grades 9 through 12. The school population comprises 73% Black, 25% Hispanic, 1% White, and 1% Asian students. The student body includes 11% English language learners and 100% special education students. Boys account for 77% of the students enrolled and girls account for 23%. The average attendance rate for the school year 2006-2007 was 61.8%. The school is not in receipt of Title 1 funding.

Fifty five percent of the students participate in standardized assessment programs and the remainder follow alternate assessment. More than half the students are emotionally disturbed and other disabilities include learning disabilities, autism, and brain injuries. A small number of students have dual disabilities. There is a high level of change in the student population due to factors within students' social, medical and home situations. The school has a main site, an inclusion high school site and ten work sites.

## Part 2: Overview

### What the school does well

- The school gathers and analyzes data in depth to give a thorough understanding of all their students' progress and performance.
- Data is interpreted and broken down methodically to show variations in learning outcomes for numerous groups of students.
- School leaders use data exceptionally well to compare student progress, attendance and achievement with other schools.
- Staff collaborate extensively to review data and plan instruction that is tailored to individual student needs.
- All staff reinforce the school's high expectations of students for attendance, behavior and academic outcomes.
- Very astute and extremely effective changes to the curriculum allow students to acquire course credits at an accelerated rate.
- Students in all programs receive well-focused support that enables them to make substantial academic progress and develop personal independence.
- The diverse and exciting range of subjects and programs motivates students and allows them to relate learning to real-life contexts.
- Productive relationships with community organizations support learning and encourage students to be responsible for their actions.
- There is a culture of monitoring, reviewing and revising where data is used well to determine the most effective instruction.

### What the school needs to improve

- Maintain the drive to improve attendance.
- Set out a plan with time-related and measurable long-term goals that shows the actions needed to achieve the school's long-term vision.
- Ensure that goals for improving teacher outcomes are set out with interim benchmarks to support monitoring of progress towards them.
- Provide students with explicit feedback and guidance on how to improve their work.
- Build on successful curriculum initiatives to ensure that they are effectively differentiated to meet the needs of students.
- Establish ways to analyze and record the progress of English language learners in as much detail as the progress of all other students.

## Part 3: Main Findings

### **Progress made since the last review**

The school has made good progress in addressing the issues identified in the previous Quality Review report.

### **Overall Evaluation**

#### **This school is well developed.**

The principal focuses staff and students on the school motto “a learning community guided by effort, drive and determination.” The actions of the community illustrate how this is more than an inspirational goal but a statement of the school’s daily work. The principal has driven the improvements to organize data and deal with the issues raised in the last Quality Review. As a result the school has improved data management giving a clearer understanding of the characteristics of the student population and their relationship to trends in performance. Comparative data with other schools shows differences in the student populations and learning outcomes which adds a further dimension to the school’s insights into its performance. Improving attendance remains a priority as attendance is still below 70 percent. The school leaders are strong models for the use of data to monitor and evaluate programs and support. Staff review data with students making them key players in monitoring their own progress and identifying necessary changes.

The vibrant and relevant educational and vocational programs motivate students to acquire and apply knowledge and skills. Consequently many of them gain credits at an accelerated rate which overcomes their earlier underachievement. Most teachers ensure that students know what they need to do to achieve their goals, but this is not yet consistent. Community organizations have a major role in helping students to develop personal integrity and skills for positive citizenship. Clear structures for monitoring, evaluating and reviewing goals underpin how the school uses data to align instruction and support to meet the needs of the changing student population. The inquiry team uses Scantron data to track reading performance and is exploring which strategies are the most effective in helping students to increase their skills in reading comprehension. The team’s early results suggest that students who use technology and receive supportive mentoring progress at a faster rate than their peers. There is a culture of monitoring, reviewing and revising where data is used well to determine the most effective instruction. Whole-school planning is limited to the year ahead and does not set out how the longer-term vision will be achieved.

## **How well the school meets New York City's evaluation criteria**

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.**

**This area of the school's work is well developed.**

Data is fundamental to the school's work and over the last two years school leaders have developed a school-wide data binder which now provides a comprehensive and succinct picture of the diverse aspects of school life. Information is organized into four sections; demographic, perception, learning and processes. School leaders, teachers and students gather data constantly to measure progress and identify patterns and trends in learning and instruction which complements and deepens the information in the binder. This means that all members of the school community gather data and use it to bring about significant improvements based on well-founded evidence. Staff have a thorough understanding of the demographics of their students and are not deterred by a high turn-over of changes in the student population. They record and analyze the characteristics of newly admitted students and those returning after being in hospital or custodial settings, which allows them to have an accurate picture of the student population. Data is interpreted and broken down methodically to show patterns in learning outcomes for different groups. This is taken further by more complex comparisons, for example, the distribution of students from different ethnic groups across different worksites. Data on the progress and performance of students at inclusion and work sites is just as detailed, showing consistency in systems. The tracking of progress of English language learners is less sophisticated than in other subjects. School leaders have identified the need to improve this and ensure that all assessment data is of the same high standard. The data on demographic and academic progress data is extensive, including meaningful comparisons with other schools. School leaders show initiative in their approach to this benchmarking work and make substantive comparisons of data to identify areas of strength and those needing development. Their detailed graphical analyses with five other special education high schools illustrate variations in student performance, behavior, groups and attendance clearly and in highly accessible formats.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.**

**This area of the school's work is well developed.**

Teachers, professional consultants, related service providers, school leaders and support staff work together as a focused team. They share information frequently at formal and informal meetings where they review recent events and plan the next steps for students to achieve their goals. The importance of data is evident through gathering and analyzing information, identifying its implications for instruction and learning and using it to define the steps required so that students can make greater progress. The goals for students relate to their individual education plans and fit into the school goals. These are shared with staff at the start of the year. Through their concerted efforts in effective teams they sustain their clear focus on those shared goals. Most teachers make clear to students what they have to work on and their past performance. Some

make excellent use of graphs showing previous results and projecting the grades needed to achieve further success which they share with the students. This communication is inconsistent and in some classes teachers' notes from student conferences lack sufficient precision to show exactly how the student has improved and what they need to master next. This results in both parents and students receiving information which varies in its usefulness. In spite of this, all staff emphasize the school's high expectations of students for attendance, behavior and academic outcomes. These expectations widen students' horizons and open doors to a diverse range of opportunities including career choices, graduation, securing work and achieving full Regents diplomas. The principal urges students on with a message of, "If you don't make the effort you aren't going to make it".

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

**This area of the school's work is well developed.**

The curriculum is carefully structured around high school graduation requirements for students on standardized assessments and reflects their need to overcome slow or limited accumulation of credits in their earlier education. Some of the twenty-week units are compressed into intensively taught modules, which successfully motivate students to learn, help them to gain credits and recognize that a Regents diploma is possible for them. The diverse and dynamic subjects offer purposeful learning which relates to real-life contexts and students' interests. Programs include television production in a fully-equipped studio, cosmetology, culinary arts, retail and engineering design at the main site, in addition to the extensive range of work site programs. School leaders make judicious and careful decisions in allocating the budget to provide the skilled staff and equipment to support these programs. Instruction in these is carefully matched to the needs of each student. As students apply skills and knowledge from classroom learning in work sites, they also develop social and independent life skills. The school's focus now is to refine its academic and vocational programs even further so that each one is finely differentiated to meet the needs of every student. All members of the school community are diligent in making sure that students gain the most from instructional programs. Instructional, security and janitorial staff work together to ensure that students do not linger outside the school buildings or cut classes and that they move quickly between teaching areas. They do this respectfully which results in students reflecting their good-natured attitudes and being happy to cooperate. All absence is pursued but some students spend time in hospital or custodial settings and remain on the school roster which lowers attendance figures. Data shows some modest increases in attendance, and frivolous and unsubstantiated absence remains low.

**Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.**

**This area of the school's work is well developed.**

The culture of working together is well established and extends to sharing professional expertise. Teachers seek the views of their colleagues on how to improve lessons and

also learn from their close working partnerships with the consultants on vocational programs. The views of staff and outcomes of classroom observations are used to determine the range of professional development provided through the year. Data is used continually to identify areas where staff need additional support either in managing behavior or delivering academic content more effectively. Staff work as effective teams to provide seamless support to students and, where appropriate, their families. This leads to prompt and unified actions with a clear focus on making students be responsible for their behavior. The positive behavior program uses a structured approach with stated goals, which helps students develop a sense of right and wrong. The principal is adamant that material rewards do not provide students with long-term strategies to help them become responsible citizens. The school's approach is to foster an intrinsic desire to learn and be accepted members of society. Student achievements and positive actions are recognized through a cunning use of tokens that are exchanged for goods and services in the school's own vocational programs. Groups from within the community work with the school to enhance programs and give students a broader perspective of the adult world. This includes workshops by staff from the District Attorney's office on issues that students have to deal with on the streets. The 100 Black Men in Law Enforcement share the realities of law-breaking and the impact of custodial settings as well as being positive role models for students. While the number of suspensions has risen, this is due to arrests on the school site for incidents that occurred outside the school. The school has eliminated suspendable incidents within the school and students seldom attempt to bring unauthorized goods into the building. This adds to a cheerful and purposeful atmosphere.

**Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

**This area of the school's work is well developed.**

Staff and students across the school regularly explore data in depth to evaluate the impact of instruction or intervention and determine future changes. They examine data rigorously to monitor the impact of whole-school changes and identify further improvements. The school goals include improvements in student learning and behavior and shape the individual student goals. The precise goals in each student's individual education plan are reviewed three times each year and the outcomes of the review are used to determine future support and instructional needs. Work site supervisors work closely with site teachers to review student progress and identify where skills or knowledge need to be reinforced or further challenge added. Teachers' goals are less sharp. As a result, monitoring of their progress towards goals is less rigorous than that of student progress. The inquiry team is now a firm part of the school's systematic evaluation of programs and strategies. Information about progress towards the 2007-2008 school goals is being used to determine possible areas for the following year's priorities and reflects a culture of ongoing evaluation. School staff work alongside members of the professional and business community to evaluate each year's work and identify future goals, giving a balance of internal and external well-informed perspectives. School leaders are clear about how the school needs to perform in three years time, but currently planning is limited to one year so the actions to achieve the vision are not defined.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Brooklyn School for Career Development</b>	Δ	▷	✓	+	◇
<b>Quality Score</b>				X	

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.**

<b>To what extent do school leaders and faculty provide . . .</b>	Δ	▷	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?					X
1.2 an objective, constantly updated understanding of the performance and progress of special education students?					X
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?			X		
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?					X
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress based on comparisons with similar schools?					X
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?				X	
<b>Overall score for Quality Statement 1</b>				X	

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.**

<b>To what extent do school leaders and faculty . . .</b>	Δ	▷	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?				X	
2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?				X	
2.3 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?				X	
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?			X		
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
<b>Overall score for Quality Statement 2</b>				X	

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

<b>To what extent does the school . . .</b>	Δ	▷	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?					X
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?				X	
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?			X		
<b>Overall score for Quality Statement 3</b>				X	

<b>Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?				X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
<b>Overall score for Quality Statement 4</b>					X

<b>Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?				X	
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?				X	
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?				X	
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?			X		
<b>Overall score for Quality Statement 5</b>					X

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>