



The New York City Department of Education



Quality Review Report

Progress High School for Professional Careers

**High School 474
850 Grand Street
Brooklyn
NY 11211**

Principal: William Jusino

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Reviewer: Stephanie Krusa

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Part 1: The school context

Information about the school

Progress High School for Professional Careers is a comprehensive high school serving almost 1100 students in grades 9 through 12. Special education students comprise 13% of the student body and English language learners, who are predominantly Spanish speaking, make up 12.5%. The majority of students, 62.4%, are Hispanic, 34.5% are Black with White and Asian students accounting for just over 2% of the student body. The current attendance rate is reported to be 82%, on a par with City schools and above that of similar schools. This a Title 1 school with 62.4% of the enrollment eligible.

The building, which is shared with two small theme-based high schools, is well maintained. Campus facilities include a library well equipped with computers and multimedia equipment, fine and performing arts rooms, science labs, auditorium, gymnasiums and newly restored playing fields which are used by campus schools and community teams. In addition, the school houses a day care center for students with pre-school children and a health clinic providing students with free medical and dental care.

The school partners with local colleges and universities including St. John's University, Boricua College, Brooklyn College, Long Island University, City University of New York and the College of St. Rose. The school was established 11 years ago in partnership with Progress, Inc., a not for profit community organization which provides ongoing support for the school's programs.

Part 2: Overview

What the school does well

- The principal is deeply committed to improving student achievement and is well respected by students, staff, parents and community members.
- The staff expect students to achieve and, to this end, work collegially in and across many departments to support graduation and college acceptance.
- Most students are engaged in classes, feel supported by school staff and are focused on planning for their future.
- The school is focused on mainstreaming a percentage of English language learners and special education students each year.
- The school has strong partnerships with community-based organizations and with schools on campus, providing comprehensive academic, sports and enrichment programs.
- The school is rated as one of the safest in New York City and has a good reputation with parents and community.
- The school works closely with the parent teacher association to improve achievement.

What the school needs to improve

- Engage staff in accessing available data and in designing their own data to proactively identify ongoing needs of students and the school.
- Strengthen planning by using formal and informal baseline data at the beginning of the year to establish projections for student achievement, so that progress can be tracked throughout the year.
- Focus on effective data analysis to develop a clear picture of progress for students, including subgroups and each individual learner.
- Assess the effectiveness of academic intervention services and formalize the process for communication between providers and classroom staff with clear lines of accountability.
- Analyze the impact of current pre-college programs and build on these models to offer equitable access for all students.
- Continue partnering with carefully selected schools to strengthen the capacity of staff to collect and use data and to differentiate instruction.

Part 3: Main findings

Overall Evaluation

This is an undeveloped school with proficient features.

Progress High School was established in 1996 by the City Department of Education, the New York Fund for Public Education and its community partner, Progress Inc. The school has three college and professional career-track programs for students interested in pre-medical, pre-teaching and business studies. With extensive community-based support, these programs offer rigorous curricula, including off-campus experiences in authentic medical, teaching and business settings. Career awareness and job readiness skills are embedded in core content across disciplines, most evident in thematic programs. However, thematic programs serve only 40% of students. The majority of students have not received enough attention to improve achievement or to assist them in planning for their future. To remedy this weakness, the principal is exploring additional programs with performing arts and sports themes to broaden student choice and engagement.

Recent school data indicates gradual gains for students overall, though results for special education students and English language learners in English language arts and mathematics have declined. The school has missed annual yearly performance targets for two years, as a result. The school is beginning to develop its use of data but relies on formal summative assessments rather than regular formative assessment measures to address student needs in a timely fashion. This has impacted on teachers' ability to set goals, to plan effectively and to differentiate instruction. The highly committed staff make a concerted effort to strengthen the school's academic program as well as to increase attendance, reduce drop out rates and improve graduation results, but data analysis is not yet sufficient to support these efforts effectively. The principal and staff acknowledge that improving data analysis is a priority and have, as a result, initiated school-wide plans to strengthen its use in support of student achievement.

The school has built a solid reputation in the community and is listed as one of the safest high schools in the City. Students and parents acknowledge the school's commitment to excellence.

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 student progress over time.

This area of the school's work is undeveloped.

The school has begun to collect and analyze data to provide an objective understanding of student progress, primarily for each grade and for the school as a whole. Formal tests and interim assessments are used to group students and program their schedules, develop courses and to establish tutorial classes beyond the school day. However, the school is not accessing all available data or developing in-house data profiles to reflect ongoing needs of students, particularly those in need of academic interventions, English language learners and special education students. Additionally, data analysis is not being used effectively to develop a clear picture of progress for all student subgroups or for each

individual learner. This is particularly crucial for English language learners and special education students who are not making sufficient progress.

Attendance data is monitored and outreach services are constantly being performed in addition to creating strategies to keep students in school. Suspension data is reviewed to determine appropriate program placement and to provide guidance support services.

The school measures and compares the performance and progress of students with that of similar schools and also has a ten-year profile of its students' results, which capture significant gains for the school as a whole. However, the utilization of disaggregated data for all students is not fully effective because appropriate measures have not yet been implemented to address the specific needs of some subgroups, including students who are not achieving as well as expected, and to further strengthen academic results for all others.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student’s next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student’s learning.

This area of the school’s work is undeveloped.

The school’s Comprehensive Education Plan outlines long-term goals, and provides a template for closer planning throughout the year. For example, the school effectively uses spring data for entering freshmen to determine literacy skills and to set goals for the cohort. This enables staff to program additional literacy classes for identified students. The school has also introduced a balanced literacy program for 9th graders to strengthen skills.

The school does not otherwise establish baseline data in September from which to set measurable objectives for students, on grade or in groups. Rather, it relies on interim assessment results, not available until late fall, to assess student progress and set short-term goals. This delays identification of students and groups requiring additional support, and pushes back the beginning of the formal interventions program, primarily tutoring, provided by teachers who have earmarked students for this service.

Tutoring occurs during lunch, after school, and/or Saturday sessions. However, attendance is optional and many students do not participate, resulting in underutilization of resources. Guidance staff work with this cohort, but there is no formal process for communication between counselors and classroom staff, nor is there clear lines of accountability for monitoring and reporting on student progress between summative assessments. Because the classroom teacher is sole provider of academic interventions, opportunities for supportive, collegial, dialogue about students are limited.

One of the strengths of this school is the high expectation staff hold for students to graduate and aspire to college or careers. Recruitment efforts effectively highlight the range of academic, enrichment and sports programs offered on campus and the extensive internship program that places older students in actual work settings, giving them valuable experience of the requirements and expectations of the workplace. For example, students in the pre-medical program attend lectures and seminars, conduct research and participate in supervised internships at the Woodhull Medical Center. Goals and plans for improving student performance, particularly those in the college and career programs drive the school community, including key community partners and school leaders.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

This area of the school’s work is proficient.

The school curriculum aligns with City and State graduation requirements, with increasing emphasis on building Regents level courses in core content areas. This effectively serves students in the pre-medical, business and teaching programs, and those in honors classes. However, for the majority of students requiring support, academic interventions begin after grades are posted, and valuable time to serve their needs is lost.

Teachers provide in class and extended day instruction for struggling students. They are held accountable for their students’ learning, through the review of progress during departmental meetings and in conference with administrators when their classroom data is discussed in relation to results across grade. However, data indicates that close and timely monitoring of student progress and effective differentiation are insufficient to adequately address the needs of English language learners and those in special education classes.

The school’s ambitious comprehensive academic program includes advanced placement courses in English literature, United States history, biology and Spanish. In addition it has secured significant funding to support key academic and sports programs. For example, playing fields and gymnasiums were completely refurbished through grants from Take the Field Foundation, among others, providing state of the art facilities for 20 campus teams. The successful sports program positively impacts on attendance and school spirit.

Budgeting decisions align with the school’s long-term plan to offer an outstanding comprehensive high school experience for its students. Staffing and scheduling decisions are driven by the school’s plan for student achievement, focusing on high-end academic programs whose enrollment makes up only 40% of the student body. To address issues of equity and access, the principal is exploring additional programs in the performing arts and sports, to engage more students in career-oriented coursework.

Progress has been listed as one of the safest high schools in New York City. Students are engaged in classes, appreciate the safe environment and feel comfortable bringing questions and concerns to their teachers. Staff carefully monitors attendance, and measures to strengthen it have increased the attendance rate, reversing a negative trend over two previous years.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school’s collaboratively established goals for accelerating the learning of each student.

This area of the school’s work is proficient.

The principal has built a staff capable of providing a rigorous educational experience for students. Teachers compare student outcomes, across grades and with other schools to understand how instruction impacts on student performance. This helps define ongoing professional development and is used to structure extended day tutorials for identified

students. The principal acknowledges that differentiation needs strengthening, and has plans in place to build teachers' skills.

Targeted professional development occurs in departments, and is primarily designed to build staff capacity to deliver the high-end instruction necessary for Regents track courses. Although teachers effectively collaborate across departments to support honors, Regents and college prep programs, the effective use of data to address needs of students who are not progressing, has not been a primary focus.

The principal and assistant principals observe classes and provide additional support to new teachers and those who need to improve instruction, according to their students' scores. Teachers observe peers and discuss teaching practices at weekly grade level meetings

The principal, who is well respected by the entire school community, is deeply committed to improving student achievement. He is the founding principal for Progress High School and greatly enhanced the public perception of this neighborhood school, as evidenced by more freshman applicants than places in recent years. The school is well run, with established procedures and routines in place to support a calm and focused environment.

The school has strong partnerships with community organizations and with other schools on campus. It has also developed significant partnerships with the Brooklyn Health Network and Woodhull Medical Center, Literacy Inc., and Big Brothers and Big Sisters, among others, which support students in areas of wellness, attendance and academic achievement.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is proficient.

The Comprehensive Education Plan has established structures for evaluating student progress throughout the year, but early use of diagnostic assessments to measure learning and set goals, is not sufficient. This delays effective planning for identified students whose progress requires close analysis and early intervention.

Student progress within and across classrooms and with similar schools is compared, to determine the extent of student learning and to flexibly adjust instruction for improved results in the future. The school is strengthening its use of interim and final assessment results to revise goals and plans, though the extent and quality of school generated data is not uniformly developed in all departments and this impacts on long-term planning. The principal acknowledges the need for additional diagnostic assessments and is already reviewing goals in the Comprehensive Education Plan with his cabinet so that next year's plans effectively reflect areas that require more attention.

Annual statistics for Progress High School indicate a steady improvement over several years on many fronts, including number of students taking and passing Regents exams, higher percentage of students graduating in four years and more students staying in school to earn a high school diploma. The school is in firm position to further improve student achievement by strengthening planning through the analysis and application of formative and summative data.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Progress High School for Professional Careers (HS 474)	∅	✓	+
Quality Score	X		
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 student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • each student, classroom, grade level, 	X		
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • ethnic groups, English Language Learners, special education students* 	X		
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • all other categories of interest to the school* 		X	
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.	X		
Overall score for Quality Statement 1	X		

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.	X		
2.2 Goals and plans focus on the school as a whole and 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 Particular attention is given to improving the performance and progress of students in greatest need of improvement.	X		
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.		X	
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.		X	
Overall score for Quality Statement 2	X		

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.	X		
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.		X	
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.		X	
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.		X	
Overall score for Quality Statement 3		X	
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.		X	
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.		X	
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.		X	
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.		X	
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
Overall score for Quality Statement 4		X	
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.	X		
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.		X	
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.	X		
Overall score for Quality Statement 5		X	