



The New York City Department of Education



Quality Review Report

**The High School for Enterprise, Business and
Technology**

**High School 478
850 Grand Street
Brooklyn
NY 11211**

Principal: Juan Mendez

Dates of review: April 17 - 18, 2007

Reviewer: Bonnie Laboy and Denis Pittman

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well

What the school needs to improve

Part 3: Main Findings

Overall evaluation

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

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

The High School for Enterprise, Business and Technology is part of the 850 Grand Street Campus and serves grades 9 through 12. It occupies the fourth floor of a building that is shared with two other schools. The school was established ten years ago by the present principal. There are 830 students enrolled. The school offers business and computer technology majors leading to industry recognized certifications. The two majors offered are Hospitality and Tourism and CISCO Networking.

The school population is over 62% Hispanic, with 34% Black students. There are very small proportions of students from other ethnic backgrounds. Eleven percent of the students are special education students and 11% of the students are English language learners. Most of the latter students speak Spanish. Student attendance on average is 85%, above figures for both City and similar schools. The school's four-year graduation rate surpasses State and City figures. The school receives Title 1 funding.

Over 95% of the school's seniors are accepted to higher education institutions. The school provides opportunities for learning beyond the school day. These include after-school activities, travel abroad, Saturday courses and internships.

Part 2: Overview

What the school does well

- The principal has a clear vision, is well respected by students, parents and staff, leads by example and provides a positive role model for students.
- Relationships between students and staff are positive, which is reflected in the positive support and guidance students receive.
- Staff know and respect students and respond well to their needs and they, along with the principal, set high expectations.
- Teachers, guidance counsellors and administrative staff are committed and hold students accountable to high expectations.
- Attendance is a high priority and the school monitors attendance very well, contacting parents immediately when there is an absence.
- The school runs smoothly on a daily basis with clear and effective procedures.
- The school effectively collects data to monitor the progress of students well.
- The school has well developed partnerships with the community and other agencies to enhance its instructional program.
- Staffing and scheduling decisions reflect the learning needs of students.
- The school sets clear plans and goals to provide a context for the school's work in raising student achievement.

What the school needs to improve

- Continue to develop teacher competencies in analyzing and using data to impact instruction.
- Ensure that differentiated instruction is consistently applied across classrooms and grade levels.
- Increase the opportunities for students to engage one another in developing critical thinking skills and to reflect on their learning.
- Further develop the use of technology as a tool for teaching and learning, to further develop the school's theme and to improve communication.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

In 1996 the principal founded the school. Since then he has established a popular school where academic outcomes have been raised, the attendance and behavior of students have been significantly improved, and graduation rates surpass City and State figures.

Students speak enthusiastically about the progress the school has made as well as its college bound emphasis. Parents are pleased with the progress made by their children and the supportive relationships that staff establish and maintain. There are various links to outside agencies to support student development.

The principal has a clear and coherent vision, is deeply committed and has an excellent understanding of the school. Staff are eager to enrich the curriculum with a growing range of interdisciplinary projects that encourage students to use and understand links between subjects. The school has been identified as a 'Region 8 Math Model' site for its exemplary work in the area of mathematics. The school has been very successful in raising achievement for English language learners and special education students.

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 well developed.

The principal and assistant principals generate a wide range of data and effectively use the information to make decisions. The school creates its own mid-term and final examinations to supplement City and State tests. Item analysis is successfully used to identify particular student needs in most core subjects. The school effectively generates reports to demonstrate the achievement of all students by subject and by grade. Student outcomes are analyzed after each marking period, semester and year by department.

Data is disaggregated carefully to identify the progress of different groups. The school pays particular focus to groups that emerge from analysis such as students living in shelters and ethnic groups. The school carefully monitors their progress. There is evidence of positive trends in the success of English language learners as well as special education students. Effective systems for tracking student progress are in place and this information is used to measure the progress of all students. There is comprehensive data available to track the progress of cohorts of students in a grade with details of their progress towards graduation. A student's graduation accomplishments and deficits can be immediately identified on a school-made spreadsheet that highlights each student. Teachers also carefully consider how each student can best be supported and turn to guidance staff for support and intervention as needed.

The school generates its own data to enable comparison to similar schools and to City and State data. The effective use of comparison data reveals that the school's four-year graduation rate surpasses both New York State and New York City figures.

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 well developed.

The process of developing plans and interventions for individual students and for groups is a collaborative activity within the school. The assistant principals work closely with teachers on a departmental basis to ensure that students are well prepared for assessments. Assessment results are analyzed and shared with teachers in an open manner at regularly held department meetings. For example, mathematics department meets regularly to analyze test results and plan subsequent lessons to address student needs. Interventions for students involve the staff working together to develop strategies to accelerate student learning. The school effectively makes programming decisions based on end of term and year analysis of data.

The frequent opportunities for teams and departments to meet, coupled with strong teacher-to-teacher collaborations, demonstrate that teachers support plans to improve student outcomes. There is a focus on the success of all students and particular attention is paid to students in greatest need. For example, the Wilson reading program helps support special education students. Remediation and preparation courses are designed for struggling students. Extensive after school tutoring is available to all students and a customized Saturday program has been designed with particular students in mind, all of which lead to positive and significant student outcomes.

Through ongoing and frequent outreach, parents and students recognize that the school has high expectations and comment that teachers and administrators make them feel valued and are readily available to provide them with support. Students articulate the school's high standards and mission to ensure that they are well prepared for college life.

The entire school community is aware of the school's plans and goals to maintain a high graduation rate, increase student performance on State assessments, publicly celebrate student successes and maintain high expectations for all students.

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 aligns itself with the mandated State and City curriculum. The school curriculum effectively promotes the school's high expectations and has a college preparation focus that includes additional requirements for their two majors. The use of data and analysis is comprehensive. Data analysis drives the way in which the school programs itself to support student advancement.

Teachers feel they are accountable for improving instruction and raising student achievement. Teachers plan class work together and frequently meet to discuss

curriculum. Some lessons were too teacher directed and consequently students were not afforded opportunities to articulate their thinking or reflect on their learning which affected the level of student engagement. There is little evidence of consistent delivery of differentiated instruction across classrooms and grade levels. Teachers are not sufficiently making links between use of data, teacher planning, instructional strategies and differentiation to support individual students.

Budgeting, scheduling and staffing are in line with the school's priorities to increase student achievement. An example of this is the hiring of a full-time attendance teacher and the addition of a 9th period to fulfil major requirements. Teachers expressed a desire to offer a wider variety of elective courses that align to student interests. Insufficient budgetary consideration has been placed on the expansion and integration of technology in the classrooms.

Staff are highly committed to student success and have worked hard to hold students accountable to high standards in academic achievement and behavior. Students recognize and praise the way in which the school responds to their academic and personal needs. Students have a designated adult that they can go to with any academic or personal concerns. Attendance is a school priority, is carefully monitored and thorough follow-up procedures are in place.

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 well developed.

There is a shared commitment to the achievement and personal development of all students. The teamwork of teachers, guidance counselors and administrators is a strength of the school. The school provides effective, comprehensive professional development. Decisions regarding professional development are collaboratively made by teachers and administrators. Topics for weekly department professional development and/or common planning time include instructional strategies to address student needs, development of lesson plans, analysis of exam results and building common language across disciplines.

The principal provides strong, reflective leadership. Parents, students and staff greatly respect his vision and dedication to the school. His genuine interest, relentless supervision, thoughtful guidance and commitment to holding all students accountable to high standards are at the heart of the successes of the school. He frequently observes classes and provides teachers with strategies for improvement.

Teachers are selected based on their potential to support academic success, their ability to relate well to students and a commitment to use data to inform their work. Lesson observations are well established and teachers are encouraged to observe one another in a collegial manner to share best practices.

Planning and evaluation takes place largely in departments and teacher teams. Teachers are committed, reflective and work collaboratively with one another to plan lessons and support each other's growth. The guidance department is integral to the school's success and plan collaboratively with teachers. Guidance counselors loop from year to year with a cohort of students in a particular grade which affords them the ability to maintain meaningful connections with students and their families.

The school runs smoothly on a day to day basis because expectations and procedures are clear and reasonable. Procedures for securing the safety of students are given priority and are well in place. The school has well developed partnerships with the local community, area colleges, universities, businesses and community based organizations, which positively contributes to student progress. The school aligns youth development and support for the students around strategically planned and coordinated internal and external support.

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 well developed

The school has strong, successful data management systems in place, frequently reviews its goals and plans and regards the Comprehensive Educational Plan as a living document. Data on student performance reveals how well the school is progressing. The school continually evaluates its performance and seeks new ways to improve. The school's annual goals and objectives are specific with measurable outcomes and time scales.

The principal and assistant principal effectively analyze assessment information and identify areas of underachievement in any classes or specific groups of students. Assistant principals and teachers work collaboratively together to analysis class performance. Report cards are reviewed after each marking period which leads to an analysis of a student's program and accommodations for interventions. For example, based on an analysis of mathematics performance, a number of students were identified as possibly being in jeopardy of not succeeding on the Mathematics A Regents exam, consequently, they were programmed for double periods of mathematics during the term in which they were scheduled to take the Mathematics A Regents exam.

End of term and end of year analysis and comparisons of student performance impact on the way in which the overall school program is monitored and revised. Class offerings and teaching positions are directly aligned to what student data reveals. For example, dually licensed teachers are hired to teach special education students to ensure both content area expertise and special education expertise. The school's use of data to closely monitor its program and the success of its students, as well as to make necessary revisions, is a powerful tool and impacts positively on student outcomes.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The High School for Enterprise, Business and Technology (HS 478)	∅	✓	+
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 knows and respect students and responds 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