



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Bronx High School of Business

High School 412

240 East 172 Street

Bronx

NY 10457

Principal: Enrique Lizardi

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Lead Reviewer: Bruce Berry

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

Progress made since the last review

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

Bronx High School of Business is a high school with 527 students from grade 9 through grade 12. The school population comprises 35.1% Black, 59.4% Hispanic, 1% White, 2.1% Asian and 2.4% other students. The student body includes 14% English language learners and 18% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2006 -2007 was 82.4%. The school is in receipt of Title 1 funding with 74% eligibility.

The school shares a building with five other schools.

The school has a transient student population as illustrated by the fact that approximately one third of the school's students, from all age groups, left the school at various times during the 2006 – 2007 school year. An equivalent number of new students replaced them, again at various times during the school year.

Part 2: Overview

What the school does well

- The principal's high-quality leadership is creating an exciting learning community for students and teachers.
- There is a very strong team culture in the school, which is fully focused on improving student achievement.
- The leadership team and teachers use data well to monitor the progress in achievement of the students.
- There is an excellent collaborative process in place for establishing whole school, subject and teacher goals for improvement.
- The excellent curriculum, including a very wide range of business courses, provides high levels of engagement and interest for the students.
- The stimulating instruction and learning activities are well matched to the students' learning needs.
- The high-quality professional development programs provide differentiated support for teachers to meet their own identified learning goals.
- The school has a highly respectful and caring culture for supporting student learning.
- The school's excellent strategic action plans provide the vehicle for constantly monitoring progress in reaching long-term goals.

What the school needs to improve

- Establish negotiated improvement goals for students for each marking period and agree the support programs to help them achieve their goals.
- Further improve interim goal setting to fine tune the monitoring of teacher outcomes on student achievement for each marking period.
- Further improve the marking policy by creating opportunities for subject teachers to moderate the use of rubrics when assessing student work.
- Continue to focus on year-by-year improvement in the graduation rates for the students.
- Continue to have the improvement of student attendance as a high priority in the school.

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.

Since the last Quality Review, the school has made very good progress in disaggregating data to monitor the progress of the different ethnic groups of students. It has developed very good strategic plans and has improved the differentiated activities to meet the students' learning needs. The principal's high-quality leadership is giving the drive and the vision for developing an exciting learning community for the students and the teachers. The excellent data systems enable the senior leaders and the teachers to regularly track the progress that the students make in their achievement levels. Challenging goals are set for improvement and there are high expectations for students to achieve graduation and go to college. The business curriculum gives the students real life experience in the art of managing a business. The instruction provides effective engagement for the students and activities are well matched to their individual needs and their learning styles. The teachers are provided with excellent opportunities for developing their skills and knowledge for their own agreed learning goals. The school has developed high-quality strategic action plans for improving the students' achievement. The senior leaders monitor the progress made in meeting interim and long-term goals. Improvement goals are not, at present, set for the students for each marking period. The attendance figures for the school in the last academic year were quite low, but improving student attendance is a priority of the school. The inquiry team is meeting regularly and has identified the students for their research project.

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.

The leadership team and teachers use the school's excellent data systems well for tracking the progress in achievement of the students. The leadership team regularly collects data on attendance, credit accumulation, Regents tests scores and other data to give them a picture of the growth in the students' achievement. They disaggregate the data to provide valuable information about the performance of different ethnic groups, boys and girls and other subgroups. The teachers use data well to monitor their students' development. For example, teachers give diagnostic tests to all the new grade 9 students when they enter the school. They use the data to plan curriculum, instruction, differentiated groupings and interventions. Special education students and English

language learners make good gains in their achievement levels. The RAMP UP program is used to identify the skills in need of further improvement. The special education students receive valuable support in small classes and in the after-school and Saturday programs. English language learners have individual action plans to support their learning and there is evidence of very good progress as the students move through the levels.

The school is in the early years of its development and has two years of graduation data. There was a drop in the graduation rate in the last academic year when compared to that of previous year. The analysis of data shows that the cause was a high dropout rate in the graduating group. The leadership team has put excellent steps in place to improve student engagement and can already demonstrate that a much higher percentage of students will graduate in this academic year. Comparisons are made with the performance of four other schools with similar student populations. Good progress is made in some subjects compared to the other schools. There is more of a mixed picture when comparisons are made with the school's designated peer schools.

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.

There is an effective collaborative process in place for setting challenging and measurable goals for improvement. A projected growth in student outcomes, from the previous external test results, forms the basis of the subject goals for improvement. Senior leaders hold meetings with each teacher to agree their individual goals for the academic year. The teachers regularly conference with students and provide them with their next steps of learning. At present, there is not a formalized system for the teachers to negotiate improvement goals for the students for each marking period or for agreeing the support programs to help them achieve their goals. The students in greatest need of improvement receive excellent support. As well as the interventions provided by the teachers, the students also receive assistance in the after-school and Saturday programs. They receive extra help each morning from their fellow students in peer tutoring sessions. The teachers provide tutoring in the 37½ minutes for class work, homework or extra help with Regents test preparation. The school's goals are shared with all the school community. It uses every means possible to get over the message about graduation and college placement for all students.

Very high expectations are in evidence in all the activities in the school. The instruction is the vehicle by which those high expectations are put into practice. It provides the students with exciting activities, where they are able to choose from a menu to match their needs and learning styles. Parents are extremely positive about the excellent communications to keep them informed of their child's progress and of the activities taking place in the school. They receive regular progress reports and are able to communicate with individual teachers by e-mail, phone or by visiting the school. There are regular workshops for parents on a range of topics, which include the curriculum, computers, languages, gang awareness and many other academic and social issues.

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 excellent curriculum gives the students high levels of engagement and interest for their learning. The school follows the mandated curriculum and, in the four years to graduation, students have programs to enable them to take Regents tests in all the major subjects. The school’s business curriculum enables students in each grade to study topics in business studies. In grade 9, they study computer applications. The National Foundation for Teaching Entrepreneurship has developed a course for grade 10 students. They write business plans, develop marketing strategies for selling products and learn to do presentations. In grades 11 and 12 the students take elective courses in business psychology, journalism and virtual enterprise, where they learn to run a business. Art and music are also subjects the students study. The music curriculum has major literacy content with the students reading and writing about the many different genres of music. Senior leaders undertake classroom walkthroughs to ensure that the instruction provides challenge and interest for the students’ learning. The teachers create highly differentiated activities which are matched well with the students’ achievement levels and their styles of learning. One teacher described their role as providing the students with “something magical and exciting every day”. They use a common marking policy for generating marking period grades and share the rubrics with the students in order to help them to plan their assignments. The school does not, at present, create opportunities for subject teachers to work together to moderate the use of rubrics when assessing student work.

Budgeting, staffing and scheduling are used extremely well to support the curriculum and classroom instruction. A major part of the resources is targeted to support students’ learning. It is also used to provide individual students’ programs as they work towards their graduation goal. The school leaders, teachers and students create a commendable culture of respect throughout the school. One student said how much he liked the “diverse community” of students within the school. There are excellent procedures for promoting good attendance in the school. Parents are contacted when their child’s absence becomes a cause for concern. Rewards are provided for good attendance, such as movie tickets and pizza parties. The Valentine’s dance and other functions for students are by invitation only for those with good attendance. Despite the school’s best efforts, attendance is still 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 senior leaders make regular visits to classrooms in order to monitor the quality of instruction. Each year, they have conversations with each teacher, which results in them agreeing individual instruction goals. All the classroom visits then focus on those areas of development to ensure that teachers’ goals are having a positive impact on their instruction. The school provides high-quality professional development for the teachers in order to improve their skills and knowledge in respect of their own personal goals.

The teachers receive good support from the three coaches, who provide specialist training in English language arts, mathematics and social studies. Teachers work well in grade level and subject teams to plan the curriculum and instruction. The teachers meet on a daily basis, providing flexibility for training and for planning. The school has a very stable teacher population. The one new teacher in the school receives excellent support from an external mentor, the subject specialist and also gets good support from the other teachers in their subject area.

There are excellent guidance and advisory services available to support the students' academic and social development. The social worker provides counselling and support for the students and works with the parents and their children to find resolutions for issues of concern. The three guidance counselors work well as a team to provide support for the students as they work towards graduation. They provide a link between the school and the middle schools in order to assist in the students' induction into their new environment. They also work closely with the college advisor to help the students meet their graduation requirements and to help them with college applications. All the schools in the building share a school based support team that provides services for the students when needed. There are clear policies and procedures in place to ensure that the school has an orderly and well-disciplined culture. Teachers negotiate contracts with students and classroom rules are well understood and followed. The school has developed excellent partnerships with a variety of organizations to provide enrichment for the students. For example, Virtual Enterprise helps the students to create and operate a virtual business.

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 proficient.

All the school community shares the vision of high graduation and college placement for the students. There is an excellent strategic planning process for improving student outcomes and for monitoring the progress made in achieving long-term goals. The action plans identify the responsibilities of staff and there are clear timelines for the completion of the activities. They provide specific criteria for measuring the success of the activities and have interim goals for reviewing the progress made in reaching long-term goals. Every teacher has their own individual goals for improving their outcomes in respect of instruction. Senior leaders regularly check the impact of the teachers' goals on the instruction in classroom observations and walkthroughs. The teachers use periodic assessments of student outcomes to measure the impact of the curriculum and the instruction. They plan interventions for the students to address their identified areas for improvement. The interim goal setting is not yet fine-tuned enough to monitor the impact of the teacher outcomes on the students' achievement from one marking period to the next. The school leaders regularly use assessment data to influence their strategic decisions and make changes to their practice. For example, the attendance rate in grade 12 has improved by over 20% from last year because of the actions taken to provide more engagement in the graduation process for the students. The impact is that the percentage of grade 12 students already achieving graduation status is significantly higher than the graduation rate for the whole of last year. There have been major improvements in the work of the school over the past twelve months. The school has the capacity to continue to improve in the future.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Bronx High School of Business	Δ	➤	✓	+	◇
Quality Score				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.

To what extent do school leaders and faculty provide . . .	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	
Overall score for Quality Statement 1				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 student s learning.

To what extent do school leaders and faculty . . .	Δ	➤	✓	+	◇
2.1 engage in collaborative processes to set demanding, 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	
Overall score for Quality Statement 2				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.

To what extent does the school . . .	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?			X		
Overall score for Quality Statement 3				X	

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.

To what extent does the school . . .	Δ	►	✓	+	◇
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?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
Overall score for Quality Statement 4				X	

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.

To what extent do . . .	Δ	►	✓	+	◇
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	
Overall score for Quality Statement 5			X		