

# **Quality Review** **Report**

## **2008-2009**

**Global Enterprise High School**

**High School 541**  
**925 Astor Street**  
**Bronx**  
**NY10469**

**Principal: Michelle Joseph**

**Dates of review: May 11-12, 2009**

**Lead Reviewer: Cheryll C. Jones**

## Part 1: The school context

### Information about the school

Global Enterprise is a high school with 416 students from grade 9 through grade 12. The school population comprises 37% Black, 58% Hispanic, 3% White, and 2% Asian students. The student body includes 15% English language learners and 8% special education students. Boys account for 58% of the students enrolled and girls account for 42%. The average attendance rate for the school year 2007 - 2008 was 77.8%. The school is in receipt of Title 1 funding with 88% eligibility.

The school shares the building, library, cafeteria and sports teams with four other schools. The principal was hired the first day of this current school year.

### Overall Evaluation

#### **This school is underdeveloped with proficient features.**

The new principal is working exceedingly well with faculty and administrative staff in creating a school culture of collaboration, data analysis and effective organizational decisions. Since August 2008, the school has identified school goals by using mid and end term assessments. This has resulted in reprogramming for students and planning for professional development focused on differentiated learning and attendance initiatives. These decisions are improving the overall school tone and student behavior. However, the in-depth analysis of data is not articulated into goals and strategies to improve student outcomes in English language arts and global history despite the school being identified for not attaining adequate yearly progress in English language arts in the previous year.

An analysis by the school's administrative team of the previous Quality Review, Progress Report and Learning Survey is consistently used to set goals and formulate instructional objectives. Individualized achievement plans are created for all at-risk students resulting in progress and indicating an increase in the number of students scheduled to graduate in 2009. Although the principal and assistant principals use this data effectively, its use by teachers to plan and improve instructional strategies is inconsistent and unstructured. This results in a range of teaching methodologies, lesson planning and student engagement, reflecting wide variations in the quality of teaching and rigor of instruction. The school has identified the need to "change the culture where poor pupil performance was once accepted as the norm". The principal is focusing on improving instruction by providing mentoring, professional development, formalized observations and curriculum planning to ensure that all students are suitably challenged. Due to the recent change in leadership the principal was unable to make any budgetary adjustments until January 2009. Whilst strategies for differentiating instruction are introduced in professional development, their adoption is limited to a few departments and so is not yet effective in meeting the needs of every student throughout. In addition, the core curriculum is insufficiently challenging coupled with the variable presentation so progress in student achievement is inconsistent.

The school communicates regularly with parents reporting attendance, lateness and scholarship progress. Workshops and meetings provide parents and students with information on graduation requirements and credit accumulation. This exchange of information is effective in improving attendance and increasing parental involvement.

## Part 2: Overview

### What the school does well

- The school has established effective systems for monitoring student progress and scholarship focusing on improving the graduation and credit accumulation rate.
- Students and parents are extremely pleased with the school and its environment and are positive about communications, security and staff support.
- School leaders provide opportunities for teacher participation in professional collaborations to share best practices and effective instructional strategies.
- The principal works tirelessly to create a culture of mutual respect and is committed to the best academic achievement of all students.
- The school administration is especially diligent and successful in collecting and analyzing data enabling them to accurately monitor student progress and achievement.

### What the school needs to improve

- Ensure that regular articulation of school goals is effective in creating unified expectations for student improvement.
- Ensure that all teachers incorporate and evaluate differentiated activities into their instruction.
- Provide opportunities in all core subjects for students to be engaged by a more challenging curriculum.
- Develop benchmarks and interim assessments to improve curriculum and inform lesson planning in all core subjects.
- Establish interim goals and designated checkpoints to evaluate and assess student progress and achievement in English language arts, math and at least one additional core subject.

## Part 3: Main Findings

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

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.**

#### **This area of the school's work is proficient**

Since the principal's appointment the school is effectively using assessments and data to identify individual students and subgroups that need academic and attendance intervention. Attendance figures are low but weekly attendance team meetings, home visits, and student and parent recognition rewards are beginning to be effective in increasing attendance. In-depth analysis of data has identified below average attendance percentages for special education students resulting in a useful partnership with Bronx Lebanon Hospital. The hospital social services department is currently providing, at no fee, social interventions for families of any student completing the required survey. This has resulted in an increase in special education student attendance at the school since February 2009, but even so, attendance for this group is still well below city averages. Other detailed analysis also shows that the current curriculum does not provide opportunities for college readiness or advanced Regents diplomas. To address this deficiency the school now offers a combined City University of New York English language arts and math class geared to increasing the number of students who score on levels three and four on the English and math placement exams. The success of this class will be evaluated once the results of the CUNY scoring are completed.

Data analysis has highlighted a disproportionate number of students who do not have the required credit accumulation to graduate with their cohort. *New Visions* for public schools is providing the staff instructional and operational support. These resources are enabling the administration to identify student performance and trends. This additional tracking data identifies each student's progress toward graduation and college readiness resulting in student reprogramming and individualized student schedules. The individual trackers for grades 9 through 12 are distributed with the report cards. Parents and students say they now know what is required for advancement. This strategy has been effective in increasing the number of students in the 2009 cohort eligible to meet graduation requirements. Analysis of interim assessments and scholarship data indicates an increase in the 2009 graduation rate. The administrative staff is providing teachers with professional development and workshops on analyzing student data, which has increased teacher's utilization of tests, quizzes, mid term and final examinations as end of marking period assessments.

Greater awareness of student-generated information is increasing student progress for the 2009 cohort and special education students promoting increased credit accumulation and scholarship. The detailed analysis and marking period follow-up has been effective in identifying students requiring academic intervention, which the school has effectively addressed by course modifications, curriculum adjustments, and tutoring. The analysis of data targeting grades 9 and 10 English Language Learner in math achievement is more developed because of the inquiry team's *New Vision* retreat. However, this in-

depth analysis is not articulated into goals and strategies to improve student outcomes in English language arts and global history, in spite of the fact that the school is identified for not attaining adequate yearly progress in English language arts in the previous year.

**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 underdeveloped with proficient features.**

The administration regularly involves faculty in reviewing student scholarship reports to evaluate interim progress. However, there is no evidence of teacher assessments and goal setting in lesson planning. Teachers meet within disciplines to coordinate curriculum practices effectively creating some consistency within subject areas and resulting in a uniformity of standards based instruction particularly in English language arts and math but nevertheless, identification of interim goals and benchmarks in all core subjects is not exemplified in individual teacher goals. In addition, the curriculum in all core subjects is not sufficiently challenging so progress in student achievement is inconsistent.

Differentiated instructional strategies are introduced in professional development workshops. The principal has created an instruction team, whose members participate after school on a voluntary basis, to cover this aspect of teaching. This has been effective in introducing some faculty to the concept but its adoption by all staff is limited so it is not effective in meeting the needs of sufficient numbers of individual and groups of students.

A variety of bulletin boards and hallway displays promote student attendance and achievement, which parents and student say, makes them feel good about themselves and their school. Members of the school community are aware of the school improvement goals and have attended workshops and faculty conferences devoted to raising expectations. Whilst formal and informal observation feedback is reinforcing the focus on curriculum planning, instructional strategies and student outcomes some teacher expectations for student achievement are not always evident.

Parents and students are pleased with the school’s communications and say the principal’s door is always open ensuring they have access to information on their children’s progress, behavior and attendance.

**Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.**

**This area of the school’s work is underdevelopment with proficient features.**

The curriculum provides a range of opportunities for learning in the core subjects but wide-ranging and engaging choices in the school’s mission as a theme-based business academic school. The South Bronx Business Overall Economic Corporation partners with the school and provides expertise and support of the business enterprise elective. Students are enthusiastic to have the opportunity “to learn skills for starting a business”. A student commented that the class lessons are providing lifelong skills. The student store, Bodega Del Mundo is reinforcing entrepreneurial skills gained from the classroom

instruction, the business community and internship programs by using sound business practices in the store's operation. Although there is a variety of business related electives, the Regents classes vary in content requirements and quality of student work. Teachers submit outlines for courses that are not all standards based, creating inconsistencies in student learning goals.

Currently teachers do not have an assessment system that enables them to accurately calibrate their lessons and differentiate instruction to know if they are effectively accelerating learning for all students. Teachers do not have designated rubrics for all core subjects so they are unable to accurately monitor student progress. There is no evidence of student portfolios or individual progress reports.

Within classes, students are primarily involved in responding to a set of questions involving minimal student inquiry and differentiation to match the range of abilities. Based on data analyses, the principal has reorganized classes to provide additional opportunities for credit accumulation and Regents exam preparation. Math and English language arts Regents classes for students scoring below 64 are focusing on skills and concepts to increase student performance. The school's self-evaluation has identified a need to provide professional development, "to included greater opportunities for instructors in addressing the needs of special education and English language learners," but also the administrative team has highlighted deficiencies in literacy for all grade levels. Encouragingly, interim practice examinations, as well as grades at the end of the marking periods, reflect student progress.

The budget allocations of the previous principal were in place so adjustments and modifications were not made until January 2009. Reprogramming, as well as alignments of resources to team teaching and counseling services, has improved school tone and created an atmosphere of trust. Students say, "the school encourages us to come" and parents feel the students respect the principal. The mid-year reprogramming is allowing more students the opportunity to graduate in their cohort and has increased the Regents passing rate.

The responses of teachers and students in the Learning Environment Survey identified respect and trust as areas of concern. The principal is committed to establishing an effective and safe learning environment. She conducts regular assemblies, large and small group meetings and is actively involved in hallway control during the changing of classes. As a result, there is a decrease in the number of incidents and suspensions. The parents say the principal has "created a different atmosphere" and the parent coordinator said that in five years, "this is the happiest and most cooperative staff and student population".

**Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.**

**This area of the school's work is proficient.**

The inquiry team has successfully identified grades 9 and 10 English language learner who have performed unsuccessfully in math as a target population. A class was created to improve their performance in integrated algebra. The teacher is focusing on differentiated instructional strategies and incorporating English language arts skills with math content. Where student work is assessed, by rubrics and exit tickets based on the day's instruction, students are showing major gains in scholarship from the first to second marking period. This has encouraged other staff to replicate these practices and

resulted in increased teacher discussions of best practices, inter-visitations and “more teachers sharing”. Teachers state they would like more time allocated to collaboration and planning across grade levels.

The administration has focused professional development on instructional strategies, data analysis and improving student performance. Assessments made by the administration during classroom walkthroughs provide an excellent rubric, and department leaders use this tool for individual teacher conferences. These informal class visits allow the observer to gather evidence of student work, engagement, classroom environment and lesson planning. There is, however, minimal evidence this information is used to assess the degree of success of any training has on improved student outcomes.

The school effectively uses guidance counselors and other support staff to review student progress each marking period and they regularly inform parents of these assessments. Parent say, “the school let’s you know about everything” and are encouraged by “an excitement by the students that hasn’t been seen in the last five years”. Outside partnerships are effectively providing students with opportunities to support the school’s mission of preparing students for business and entrepreneurial opportunities.

**Quality Statement 5 - Monitor and Revise: The school has structures for monitoring and 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 underdeveloped with proficiencies.**

The administration with the support of *New Visions* has identified strengths and areas for improvement. The school community is focused on alignment of classes to credit accumulation and Regents preparation. The principal and the administrative team have individualized achievement plans for all at-risk students and individual student trackers for seniors. They distribute this information to students and their families at scheduled guidance conferences. The initiative is raising student awareness of the requirements and performance necessary for credit accumulation and graduation and is increasing the credit opportunities of students in the bottom third of the 2010 and 2011 cohorts. In addition, advisories, guidance interventions, and parental involvement play a vital role in ensuring the success of these efforts. The reorganization of classes and the marking period monitoring by the guidance staff is beginning to improve student progress. There is no evidence of teachers’ directly monitoring and assessing individual student progress.

The current school goals have measurable success criteria, but there are few interim checkpoints and benchmarks in the action plan to inform and accommodate adjustments throughout the term. In addition, there are no school-wide goals of in the Progress Report for English language arts and global history Regents, which are identified as most in need of improvement. Not making adequate yearly progress in English language arts is the main reason for the school’s recent designation of a school in need of improvement.

The principal has a clear vision to improve student growth and achievement and to create a learning environment of mutual trust and respect. She, along with her assistant principals is working tirelessly to improve instruction and communicate high expectations to faculty and students. However, the principal acknowledges, “It remains clear; work needs to continue...”

## School Quality Criteria 2008-2009

<b>School name: Global Enterprise High School</b>	△	➤	✓	+
<b>Overall QR Score</b>		<b>X</b>		
<b>Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor the student’s progress over time.</b>				
<i>To what extent do school leaders and faculty regularly...</i>	△	➤	✓	+
1.1 collect and analyze actionable information, including assessment results and attendance data, to provide a complete view of the learning outcomes and needs of individual students and groupings of students?				<b>X</b>
1.2 focus analysis on the learning outcomes and needs of all sub-groups of students?			<b>X</b>	
1.3 engage in an open exchange of information with students and families about students’ learning needs and outcomes, including assessment results and attendance data?			<b>X</b>	
1.4 design or adapt tools to enable school leaders and teachers to organize and analyze student performance, identify trends and inform instructional and organizational decisions, and to enable students and their families to assess and track each student’s progress?				<b>X</b>
<b>Overall score for Quality Statement 1</b>			<b>X</b>	
<b>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.</b>				
<i>To what extent do school leaders and faculty...</i>	△	➤	✓	+
2.1 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?		<b>X</b>		
2.2 use collaborative and data-informed processes to develop the school’s Comprehensive Educational Plan (CEP)?		<b>X</b>		
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?		<b>X</b>		
2.4 communicate high expectations to all students and families, and involve students in developing their learning goals and plans and in taking their next learning steps?		<b>X</b>		
<b>Overall score for Quality Statement 2</b>		<b>X</b>		

### DEFINITIONS

“**Analyze**” or “**analysis**” includes, but is not limited to, comparisons of:

- the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- the school’s Progress Report and other outcomes to those of peer/other schools

“**Assessment results**” include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school’s curriculum (including Periodic, DY0, and teacher-developed Classroom Assessments).

“**Core subjects**” are ELA, math, science, social studies/history, the arts, foreign language, and physical education/health.

“**Data-informed processes**” include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry Team findings, assessment results and attendance data

“**Groupings of students**” include classrooms, grade levels and high school cohorts.

“**Organizational decisions or strategies**” refer to a school’s use of budget and resources, staffing, planning, scheduling, grade structure, departments and teacher teams and other aspects of the school’s structure and organization that can affect student outcomes.

“**Sub-groups of students**” include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

**Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.**

<i>To what extent do ...</i>	Δ	➤	✓	+
3.1 school leaders and faculty deliver challenging and engaging curricula in core subjects, including the arts, that are aligned to state standards?		X		
3.2 teachers plan and teach lessons that are differentiated to meet the needs of individual students and student groupings and are designed to enable all students to reach their learning goals?		X		
3.3 school leaders make strategic organizational decisions to support a coherent and rigorous instructional approach that enables students to reach their learning goals?			X	
3.4 school leaders maintain a culture of mutual trust and respect and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
<b>Overall score for Quality Statement 3</b>		X		

**Quality Statement 4 – Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals for accelerating student learning.**

<i>To what extent do school leaders...</i>	Δ	➤	✓	+
4.1 use their own observation of classroom teaching and the analysis of student outcomes to implement an explicit, differentiated strategy to improve each teacher’s instruction, with a special focus on new teachers?		X		
4.2 encourage teachers to take part in Inquiry Teams and other structured professional collaborations (informed by the examination of student work, assessment outcomes and their own peer observations) and share in the instructional leadership of the school with the goal of improved student learning?			X	
4.3 provide professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes?			X	
4.4 utilize youth development, support services and partnerships with families and outside organizations to accelerate the academic and personal growth of students?			X	
<b>Overall score for Quality Statement 4</b>			X	

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

<i>To what extent do...</i>	Δ	➤	✓	+
5.1 the school’s plans for improving student outcomes and its strategies for improving each teacher’s instructional practices include measurable interim goals and suitable time frames for evaluating success and making adjustments during the year?		X		
5.2 school leaders and faculty use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning plans throughout the year?		X		
5.3 school leaders use data to regularly evaluate the effectiveness of and modify organizational decisions, structured professional collaborations and teacher improvement strategies?		X		
5.4 school leaders and the school community have a clear vision for the future development of the school and implement procedures and systems to support academic, personal and professional growth?			X	
<b>Overall score for Quality Statement 5</b>		X		

<b>Quality Review Scoring Key</b>							
Δ	<b>Underdeveloped</b>	➤	<b>Underdeveloped with Proficient Features</b>	✓	<b>Proficient</b>	+	<b>Well Developed</b>