

Quality Review Report 2010-2011

Murry Bergtraum High School for Business Careers

High School M520

**411 Pearl Street
Manhattan
NY 10038**

Principal: Dr. Andrea Lewis

Dates of review: March 22-24, 2011

Lead Reviewer: Evelyn Terrell

Part 1: The school context

Information about the school

Murry Bergtraum High School for Business Careers is a high school with 2508 students from grade 9 through grade 12. The school population comprises 36% Black, 49% Hispanic, 3% White, and 11% Asian students. The student body includes 12% English language learners and 14% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2009 - 2010 was 81.9%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school has developed a standards based curriculum aligned to the State standards that has resulted in an increase in scholarship pass rates.

Across all grades and content areas the school has implemented a new standards based curriculum that is aligned to State standards. Newly designed curriculum maps incorporate the Common Core State Standards that include the workshop model with an emphasis on literacy elements and problem solving. Each grade is organized into a Small Learning Community (SLC). The ninth grade SLC has been redesigned so that the students remain with their teachers for the entire year. This has led to 98% attendance for the ninth grade Academy.
- The school has a focus on project based tasks. For example, within the ninth grade Small Learning Community (SLC) all students worked in groups doing collaborative work on various countries. Groups are responsible for creating a brochure about their selected country and presenting the project to the class. Students in an eleventh grade honors English class were in the process of writing a thesis paper. Stations were set up to receive help from their peers on different components of the paper as the teacher provided individual support to improve their writing. This supports the workshop model that forwards student performance.
- The innovative principal has strategically allocated resources to enhance the school's instructional goals that are beginning to result in positive outcomes.
 - The newly assigned executive principal has strategically made organizational decisions to support the school's instructional goals. Leveled libraries are in all English classrooms to support a wider range of books to encourage students to read. Read 180, a software literacy program, was recently purchased to support the workshop model. This allows students to have access to literature that supports their interest, in order to accelerate their academic performance. A reassignment was made to the teacher center position. A new media center has been ordered to help develop technology needs along with furniture to accommodate professional libraries. In addition, two lead teachers were assigned to the ninth grade SLC with daily common planning time for all ninth grade teachers. This allows teachers to get professional support and interdisciplinary collaboration for a cohort of students.
- School leaders use the observation of classroom instruction in order to provide targeted support to promote professional growth and reflection.
 - Assistant Principals meet with teachers under their supervision at the beginning of the school year to design a plan of support. Ongoing feedback is provided through the use of informal snapshots and formal observations to allow teachers to reflect and promote professional growth. Teachers are provided targeted support from onsite coaches, the teacher center, as well as ongoing professional workshops provided by hired

consultants. This is beginning to build a foundation of understandings on how to implement instructional practice that supports the workshop model, in order to elevate student performance.

- The school provides multiple professional workshops that are aligned to the curriculum and instructional goals that are beginning to impact classroom practices that result in positive student progress.
 - The school provides professional development that is aligned to the school's goals. Over the summer eight teachers went to Kentucky to receive training from ASCD on using Understanding by Design (UbD) for designing curriculum maps. Teachers are provided with a yearly professional calendar that provides multiple workshops on different topics such as classroom management, literacy development and using the workshop model. Consultants from Teachers College provide support on the reading and writing process. This is empowering teachers with strategies to increase student performance.
 - The school has internal offerings that are provided through the Teacher's Center. Teachers are able to attend these sessions during their lunch periods or planning time. Lead teachers turnkey information on workshops attended outside the school. This builds capacity within the school for teachers to practice leadership.
- Collaborative alliances with external partnerships support social-emotional and academic interventions for students and families, which increase students' access to post secondary options.
 - The school provides workshops on developing positive social-emotional supports for students. Educators for Social Responsibility (ESR) conduct training on classroom management and guidance counselors provide workshops on peer meditation. This has resulted in a decrease in the number of suspensions.
 - The school has partnerships that provide emotional support to students and families. Through the Young Women's Christian Association (YWCA), two full time social workers are available to conduct counseling sessions during and after the regular school day. Students are also able to recover credits and receive tutoring. The Business Advisory Committee (BAC) provides business exposure for students through Estee Lauder and internships with insurance companies. This allows students to prepare for real world learning and increase post secondary opportunities.

What the school needs to improve

- Deepen the level of rigor and engagement in instructional practices that result in higher outcomes for all students.
 - Many teachers are beginning to adopt teaching strategies that are aligned to the workshop model in order to increase student engagement and rigor. However, this practice is not consistent across the school for all teachers. Thus, not all students are exposed to rigorous instruction to support the newly designed curriculum to increase academic growth.

- Teaching strategies do not consistently differentiate instruction to meet students at their instructional levels. For example, some teachers do not group students according to their entry points. In some classrooms, students selected where they wanted to work and group work was not encouraged. As a result, teaching strategies are not designed to support all students to accelerate achievement levels.
- Expand the use of assessment data to better support the needs of all students.
 - Teachers are being trained to use ARIS to access summative data on student performance. However, they do not supplement this data with an analysis of Periodic Assessment data. Consequently, current data sources are not used to determine instructional and curriculum adjustments to meet the needs of targeted students.
 - Teams of teachers and individual teachers do not gather data from all data sources to support the differentiation of instructional strategies. This limits opportunities to move students' academic performance.
- Design tools to organize information in order to provide a clear picture of ongoing student progress.
 - Teams of teachers do not organize information about individual students in order to analyze areas of needs and strengths. This does not support instructional strategies to improve their growth.
 - Across the school individual teachers do not organize data to effectively evaluate student performance. Consequently, adjusting classroom instructional practices to meet classroom needs is lacking.
- Provide training to teacher teams and classroom teachers in tracking student progress toward reaching goals in order to better articulate next steps.
 - School leaders use various sources of data to track school wide goals such as attendance, and credit accumulation, but this practice does not include ongoing Periodic Assessment data. As a result, identifying academic trends to consistently support the attainment of school wide goals is reduced.
 - Teacher teams and individual teachers discuss instructional strategies for targeted students in subgroups; however they do not track their progress overtime toward meeting goals. As a result, articulating clear next steps for individual student goals, aligned to their needs is restricted.
- Ensure that structures are in place to effectively evaluate data in order to support the coherence of school wide practices.
 - Currently the school is developing structures to evaluate and adjust the way data is aggregated and organized. For example, the English language arts department is in the process of designing a tracking tool to look at how targeted students responded to question #27 on the January Regents exam to share with classroom teachers. This will allow the school to implement curriculum adjustments and adjust instructional practices to increase student performance.

Part 3: School Quality Criteria 2010-2011

School name: Murry Bergtraum High School for Business Careers	UD	D	P	WD
Overall QR Score		X		
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?		X		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?		X		
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?	X			
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?		X		
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?		X		

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.

<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X	
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?	X			
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			X	

Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.

<i>To what extent does the school...</i>	UD	D	P	WD
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X	
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?		X		
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X	
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X	

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

<i>To what extent does the school...</i>	UD	D	P	WD
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			X	
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?		X		
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			X	
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X	

Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed