



**Department of  
Education**

*Joel I. Klein, Chancellor*

**Quality Review Report  
Division of Performance and Accountability  
2010-2011**

# **Quality Review Report 2010-2011**

**Business, Computer Applications and Entrepreneurship  
High School**

**High School Q496  
207-01 116<sup>th</sup> Avenue  
Queens  
NY 11411**

**Principal: Dr. Herman Guy**

**Dates of review: May 9 - 10, 2011**

**Lead Reviewer: Juan Mendez**

## Part 1: The school context

### Information about the school

Business, Computer Applications and Entrepreneurship High School is a high school with 365 students from grade 9 through grade 12. The school population comprises 86% Black, 6% Hispanic, 2% White, and 6% Asian students. The student body includes 5% English language learners and 20% special education students. Boys account for 70% of the students enrolled and girls account for 30%. The average attendance rate for the school year 2009 - 2010 was 85.2%.

### Overall Evaluation

**This school is developing.**

## Part 2: Overview

### What the school does well

- Resources are well aligned to the school goals enabling teacher teams to have meaningful opportunities to share practices, work with students and plan collaboratively.
  - Teacher assignments and student schedules are structured to respond to the learning needs of all students. The school has utilized circular six to support students in need of passing Regents examination by programming them for additional tutoring during the day. Additionally, schools leaders have allocated resources to support a range of additional school day and weekend credit recovery and academic support services. Teachers have multiple opportunities for collaboration to share best practices and evaluate student performance trends.
- The school gathers data to set clear school wide goals that guide academic improvements.
  - School leaders and faculty analyze data of students based on department examinations, attendance, Regents results, and credit accumulation in order to set clear school wide goals. For example, an analysis of the January Regents passing rates showed an improved in test scores by 14 percent compared to the same period last year. However, they also found that 8.5 percent of eligible students were scheduled to be tested but did not complete the exam informing the school of groups of students to follow up with.
  - The school faculty regularly reviews periodic assessments and other school data to identify patterns and trends that inform instructional changes. In social studies, a need to address students' essay writing skills was identified after an evaluation of Regents type essays were administered in the classrooms resulting in a school-wide literacy initiative.
- School leaders communicate effectively with parents, students and the community at large resulting in shared decision making.
  - High expectations are consistently communicated to students and families by school leaders, the faculty, the parent coordinator, and other support staff generating a sense of motivation and empowerment. Regularly scheduled school assemblies, meet and greet activities and leadership skill workshops allow the school to generate a growth-oriented learning community. A principal's newsletter and the school's website regularly inform students and families about current school events and promote involvement and leadership of families in important school activities. In addition, the consistent recruitment of parents, students, and community members to join the Parent-Teacher Association and/or School Leadership Team results in students and parents taking an active role in school participation.
- The leadership provides teachers with support to develop content knowledge and plan curricula with an eye towards improved instruction.
  - School leaders consistently engage in proactive performance evaluation. Feedback is provided to support teachers' development based on an analysis of

student data and student work products through the use of the new teacher observation system develop at the school.

- Professional development is highly valued by school leaders and pedagogical staff. The faculty is provided a range of professional development supports through common periods and after school opportunities focused on the development of pedagogy and content knowledge. Network support guides the whole faculty in discussions related to differentiated instruction. Professional development on the use of interactive white boards and clickers is also provided to gather immediate student data to adjust instruction.
- The school offers extensive opportunities to support the social emotional growth of students and families resulting in effective partnerships for youth development.
  - Professional development in positive behavior systems and de-escalation techniques was provided to the faculty and staff in order to create a safe, inclusive, and respectful culture in the school. These programs support the school in addressing its goal for the removal from the IMPACT list.
  - Building response teams provide training on alcohol prevention, healthy living, HIV, Respect for All, and workshops to support the staff's ability to support student social and emotional needs. As a result, students feel welcomed in a personalized and nurturing learning environment.

### **What the school needs to improve**

- Further develop curriculum so that there is better alignment with New York State Standards in order to engage a diversity of learners.
  - Continue the work of curriculum alignment to State standards to ensure that faculty will make purposeful decisions in order to emphasize key standards to elevate curriculum in order to close the achievement gap with a focus on college-readiness across the grades and content areas.
  - Subject area teachers use pacing calendars and lesson plans informed by researched based methods to support curriculum development. In some classrooms, students worked in small groups to address learning gaps. However, other classrooms were primarily teacher centered and academic tasks did not reflect purposeful planning to challenge and engage all students.
- Develop more opportunities for students to engage in rigorous tasks in order to attend to their various learning styles.
  - In most instances, student work products address important areas in the curriculum. For example, in a social studies class students demonstrated new theories of government during the Age of Enlightenment by role playing famous individuals they had researched. However, in many classrooms, teachers do not focus on teaching strategies and routines that foster differentiation of instruction and learning activities for students do not fully utilize purposeful groupings to lead to high levels of student engagement and thinking. As a result, students are often unchallenged and unsupported to achieve at higher levels.
- Consistently develop assessments that are aligned to the curriculum in order to effectively evaluate the progress and performance of all students.

- Although Acuity assessment results are used by individual teachers and teams of teachers to determine trends in performance, this information is not consistently used to inform instructional decisions that are based on student progress and performance. As a result, not all students make timely and sufficient progress.
- Across content areas, teacher teams develop mid-term and final assessments that measure student performance. However, there is a need to formalize the consistent gathering and analysis of classroom level formative data to create a clear profile of student strengths and areas of need to leverage greater student performance.
- Improve the use of data to set goals for individual students and subgroups to improve teaching practices and increase student engagement across the content areas.
  - School leaders, individual teachers and teacher teams develop a cohesive and comprehensive system to use the data collected, gathered and analyzed to set annual and interim goals for groups of students for whom they are responsible. However, action planning to meet these goals is inconsistent hampering student engagement in their academic progress. In addition, while teacher teams have implemented entrance and exit slips to assess class goals for the day, adjustments to pedagogical practice have not yet leveraged greater levels of student learning for all students and subgroups in all subject areas.
- Develop and formalize cohesive assessment systems so that student progress and performance could be tracked and adjusted efficiently throughout the year.
  - School leaders and teachers use marking period scholarship reports and predictive assessments for measuring progress towards interim goals. However, these processes are not shared by the entire school community in ways that lead to genuine ownership of the goals by the students, families, faculty and the community at large. As a result, parents cannot adequately support students in their learning.
  - Individual teachers and teacher teams use Achievement Reporting and Innovation System (ARIS), ACUITY and predictive assessments for measuring progress towards interim goals. However, a school data culture where faculty share and study the information and it is valued as part of a collective effort to improve student performance and progress throughout the year is not yet evident. As a result, identified targeted goals are not being adjusted nor met at meaningful levels.

## Part 3: School Quality Criteria 2010-2011

School name: Q496	UD	D	P	WD
Overall QR Score		X		
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<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		
<b>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.</b>				
<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		

<b>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.</b>							
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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?			<b>X</b>				
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?		<b>X</b>					
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?		<b>X</b>					
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			<b>X</b>				
<b>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.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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?			<b>X</b>				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?		<b>X</b>					
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?			<b>X</b>				
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?			<b>X</b>				
<b>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.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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?		<b>X</b>					
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?		<b>X</b>					
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?		<b>X</b>					
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			<b>X</b>				
<b>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>