

Quality Review Report 2010-2011

High School of Arts & Business

High School 550

**105-25 Horace Harding Expressway N
Queens, NY 11368**

Principal: Ana R. Zambrano-Burakov

Dates of review: January 5 - 6, 2011

Lead Reviewer: Melissa Silberman

Part 1: The school context

Information about the school

High School for Arts and Business is a high school with 774 students from grade 9 through 12. The school population comprises 8% Black, 79% Hispanic, 3% White, and 9% Asian students. The student body includes 11% English language learners and 10% special education students. Boys account for 43% of the students enrolled and girls account for 57%. The average attendance rate for the school year 2009 - 2010 was 87.7%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- School leaders and faculty align all content course curricula to the new common core standards and make purposeful decisions to emphasize key power writing standards in order to focus on college readiness.
 - The school is deeply invested in exposing students from all academic backgrounds to advanced placement courses and rigorous college curriculum. As a result, there are currently 10 advanced placement courses offered and almost close to 40% of students, including former English language learners, are enrolled in an advanced placement course.
 - The principal and her cabinet support the staff in rewriting all major content area curriculums to address the ongoing adoption of the Common Core Standards. This results in an engaging curriculum that emphasizes critical thinking.
- The principal and her cabinet make strategic organizational decisions well aligned to support the school's instructional goals and long-range plans to meet students' learning needs.
 - Staff and student time is restructured this year allowing teachers to meet every Wednesday as inquiry teams and students to be involved in clubs and sports. The entire faculty is engaged in interdisciplinary grade level Inquiry teams focused on the Common Core standard of writing. As a result, students in all classes are assigned cohesive writing assignments that address higher level writing tasks.
 - Despite physical plant challenges and space concerns, the school prioritizes Career and Technical education classes, art shows, and five thriving sports teams. Additionally, budget resources are well dedicated to building a vast array of technological educational supports, such as Smartboards, Sento quiz clickers, and literacy software such as Achieve 3000, in order to ensure high levels of student engagement in all classrooms.
- The principal and school leadership articulate a coherent vision of future development that is reflected in focused school-level and student goals.
 - Using a school-based option, the principal altered the school schedule to accommodate weekly professional development devoted to integrating the Common Core into inquiry work and developing differentiated instruction and writing across the content areas. As a result, there is a clear and concise approach to meeting the school's yearly goals around teaching and learning.
 - To support closing the achievement gap, the faculty uses scholarship data from report cards and class pass rates to set 9th grade student goals leading to well-matched academic coursework. Over 45% of the student body is

enrolled in advanced placement courses allowing students to earn college credit.

- The faculty with the leadership of the cabinet communicates high expectations to students and families and engages all stakeholders in school-level decision making.
 - The school community has multiple ongoing structures to allow all constituents to be included in school-level decisions. Conversations with the student council and the teacher consultative council, and results of numerous surveys, have led to changes in programming and scheduling of relevant parent workshops.
 - The principal expresses high expectations to students and asks them to specify their instructional goals on an ongoing basis through a letter-writing program. As a result, the principal tailors individual responses to students to support them in meeting high expectations.
- The principal and her cabinet, through a common instructional focus, provide staff with strategies that promote support their professional growth.
 - The cabinet integrates the process of Elmore's 'Instructional Rounds' as a guiding methodology to identify "problems of practice." This year the common instructional focus of high expectations through differentiated questioning guides this work. In response, content are teachers work together to create classroom lessons and common assessments that include effective strategies thus increasing rigor in all classrooms.
 - In conjunction with the end of students' marking periods, staff reflect six times a year on their classroom and grade's progress. Teachers review scholarship patterns and set goals for specific next steps to raise the instructional rigor at the classroom level.
- The school community supports students' social/emotional development and provides real world learning opportunities in order to increase the personal growth of students.
 - The Career and Technical education offerings, including Virtual Enterprise ` sequence classes; provide students with real world learning opportunities and a career pathway that increases their ability to articulate to post high school plans.
 - A full time drug and alcohol prevention counselor facilitates effective and consistent professional development for staff around some topics such as safe sex, peer pressure, and bullying. This ensures high levels of support for students' social and emotional growth. As a result, staff are well prepared to meet all student needs.
- The principal and cabinet utilize the walk-through protocol to evaluate instruction as an ongoing reflective process that supports highly effective evaluation of instructional practices.
 - Through an ongoing structured observation process, results of cabinet walkthroughs are published for staff and provide effective feedback that is

then disseminated through department supervisors who assist staff in adjusting teaching practices to respond to students' learning needs.

- During weekly meetings, school leadership and teacher leaders to review organizational decisions on curriculum and instruction. Based upon shared information, the principal and her team make wise decisions around the alignment of resources such as tutoring services and after school programs that furthers the improvement of student achievement.

What the school needs to improve

- Support teachers in articulating a coherent set of beliefs about student learning that aligns to the school vision in order to continue to increase the production of meaningful student work products.
 - While the school has an inquiry model in place that supports teacher professional conversation, teams do not yet operate under a coherent set of beliefs about how to implement writing across the curriculum. As a result, it is unclear if staff share a clear set of beliefs about how students learn best. This lack of a coherent approach hampers teachers' ability to design consistent instructional strategies that meet the learning needs of students.
 - While the principal meets regularly with a core group of teacher leaders to identify promising practices in inquiry work, the group has not yet identified a core group of strategies that can be replicated with additional groups of students in order to ensure the development of intervention strategies across the school. This lack of cohesion leads to an inability to codify best practices.
- Create opportunities for teacher teams to utilize periodic assessment data with student subgroups so that staff can continue to use information gathered to analyze student learning outcomes
 - While inquiry teams use ARIS data regularly to evaluate subgroup progress, they have not yet adopted the same fluency around the Daedulus data management software that the school is now adopting. This lack of consistent analysis of all available student data limits opportunities for cohesive student intervention.
 - Although staff are using teacher-generated assessments, they have not yet developed assessments that offer a full portrayal of student mastery. As a result, teachers cannot consistently track progress of subgroups.
- Support and deepen capacity building and professional development opportunities to facilitate the development of teacher leaders.
 - Although 100% of staff are involved in the inquiry group process, there is little evidence of the development of teacher leaders beyond the opportunity to participate in inquiry, consequently staff are unable to consistently participate in the development of cohesive cultural and instructional practices.
 - Currently the cabinet is engaged in Ellmore's Instructional rounds. However, staff members are not yet participants in the walk-throughs, therefore limiting

the use of this practice as a learning tool around improving classroom practices.

Part 3: School Quality Criteria 2010-2011

School name: High School of Arts and Business	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
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