

Quality Review Report 2011-2012

Business of Sports School

School designation M393

**439 West 49th Street
New York, New York 10019**

Principal: Joshua Solomon

Dates of review: December 12 - 13, 2011

Lead Reviewer: Tamika S. Matheson

Part 1: The school context

Information about the school

BUSINESS OF SPORTS SCHOOL is a High school with 300 students from grade 9 through grade 11. The school population comprises 35% Black, 57% Hispanic, 3% White, 3% Asian students and 0% other students. The student body includes 11% English language learners and 23% special education students. Boys account for 75% of the students enrolled and girls account for 25%. The average attendance rate for the school year 2010 - 2011 was 88.2%.

Overall Evaluation

This school is Proficient.

Part 2: Overview

What the school does well

- The culture of the school established by the administration, faculty and staff is conducive to learning and addresses the academic and social developmental needs of the students. (1.4)
 - The faculty and staff participated in professional development sessions focused on strengthening student-faculty relationships. As a result students and adults treat each other with respect and trust. Students feel that they are known well by their teachers and staff at the school. Students referenced specific teachers who frequently advise and encourage them academically and developmentally. These sentiments shared are evidenced by the 2010- 2011 Learning Environment Survey where 91% of the students responded that at least one adult knows his/her name.
 - The school focused on improving attendance rates this year. The school surveyed students to identify reasons behind chronic absenteeism. The school identified 103 students who missed 20 or more school days. As a result, the school implemented programs to address students who struggle with attendance. A Parent Summit was coordinated to introduce families to various programs offered by the school to assist students with attendance and academics. Identified students were assigned to one of the following programs: the Mayoral Young Men of Color Initiative, Success Mentors and Transition Coaching by outside coaches. As a result, school's attendance has increased from 84.9% in November 2010 to 88.1% in November 2011. Average attendance for chronically absent students has also increased from 77.5% to 81.2%.
- The school supports students through programs and partnerships that sustain their social, emotional and academic development preparing them for post secondary endeavors. (4.4)
 - Students participate in a variety of programs to support their social, emotional and academic needs. For example, the Federation Employment and Guidance Services (FEGS) Health and Human Services provide services for students and families including, counseling, extracurricular after school activities, summer bridge academic program for incoming ninth graders. Students and families receive support to address socio-emotional needs related to homelessness and academic challenges. Incoming ninth graders have the opportunity to remediate and earn credits toward their promotion. Tenth grade students participate in the Big Brother Big Sister Workplace Mentoring Program. Students meet bi-monthly with their assigned mentor or "big" from the National Football League (NFL). Students engage in real life learning experiences and reflection of their personal development, gaining skills necessary for post-secondary success.

- A cohesive administrative team and staff are making strategic decisions to support the school's instructional goals, positively impacting student learning. (1.3)
 - Teacher teams meet weekly by grade level and department. Teacher team leaders also participate in professional development sessions facilitated by the school support network. The administrative team surveyed the faculty to determine their interests and needs around collaborative inquiry. Math, Science, ELA, Social Studies and Business professional development sessions that were conducted during the month of July focused on Common Core curriculum revisions and designing project based tasks to ensure the effectiveness of teacher teams. Each team revised their respective department curriculum maps, focusing in on improved instruction and engaging students in challenging academic tasks. The faculty uses a school wide Common Core Rubric to assess student performance. Furthermore, select teachers participate in network wide monthly inquiry based workshops. The effective work of the teacher teams result in improved curricula and pedagogy as evidenced by teaching artifacts and student work products that show progress towards meeting the demands of Common Core learning standards.
 - The Career & Technical Education (CTE) self study team at Business of Sports School (BOSS) submitted an application for New York State certification and developed a three year business course sequence. During class visits a business course taught by a teacher formally employed in the sports field was observed. Students prepared spreadsheets and engaged in simulated activities to monitor and evaluate product lines from inception to distribution. Students were able to self-select lessons at varied levels. Furthermore, the administration hired a literacy coach and an industry partnership coordinator. The literacy coach supports and assists with the implementation of the school's "three pillars" or instructional goals, communication, collaboration and critical thinking and professional development plan. The industry partnership coordinator promotes partnerships and student involvement; and organizes events to inform families of the various opportunities and programs offered at BOSS. Strategic decision making at the school level as such result in increased student engagement in real world critical thinking and problem solving skills as evidenced by class visits and student work products that reflect authentic tasks and higher order thinking.
- Teachers across grades and content areas implement instructional practices aligned to school wide articulated beliefs leading to greater student engagement and increased student outcomes. (1.2)
 - Classroom visits revealed consistent use of routines and practices aligned to school wide goals. Consistent use of lesson structure based on strategies supported the needs of various student populations. For example, lessons included agendas based learning targets and common language around how students learn best. For example, common displays of Do Now, homework, timed agenda, use of exit tickets and "I can" goals and lesson objectives were evident across classrooms. Teachers employed vocabulary building techniques, graphic organizers and accountable talk. As a result, all students were able to self monitor

their progress throughout the lesson and were cognitively engaged in the lesson at different levels.

- The faculty collaborated and generated a school based Business of Sports School or “BOSS” rubric used to assess student performance. Furthermore, Teacher teams look at student work using the BOSS rubric and curriculum maps to norm teacher evaluation and instructional practices. Students explained how they aligned their assignments to the Business of Sports School Rubric when working on assignments. Subsequently, student assignments are aligned to the curriculum and standards.
- School leaders provide teachers frequent and effective feedback aligned to a research based rubric and an intentional professional development plan, resulting in improved instructional practices. (4.1)
 - The administrative team uses Danielson’s Framework to provide teachers with feedback specifically focused on higher-level objectives, higher level questioning, higher level tasks/assessments, using evidence and accountable talk. Observation reports and class visits reflect the impact of feedback on teacher practice as demonstrated by lesson design and execution.
 - The administrative team facilitated summer professional development sessions for teacher leaders. Throughout the school year whole staff inquiry team meetings and department and grade level team meetings are conducted by teacher leaders. The administration assigned email accounts to the faculty, staff and students to foster community and increase collaboration. The administration uses Google calendar and Google docs school wide. Google calendar is used to post, share, monitor and track teacher visits and professional growth and performance. Google docs is used by the administrative team, team leaders and faculty to share curriculum maps (and revisions), lesson plans and professional development articles. Consequently, technology is used as a vehicle to support instruction, communication and embeds transparency among administrators, the coach, teacher leaders and all other constituencies, facilitating a professional learning community at the school.
- All teachers are engaged in the inquiry process that inform instructional decision-making and promote shared leadership. (4.2)
 - Majority of teachers meet weekly in department teams to discuss the progress of select students or sub groups. Furthermore, teams engage in curriculum mapping; analyze formative assessment results and employ protocols to analyze student work with regards to best practices. Teachers use google docs to record and share goals generated by inquiry team students. Teachers use student goals to guide team discussions and to inform instructional decisions. As a result of teacher collaboration in teams, the school has improved instructional units and student outcomes as evidenced by the progress made by target students towards their goals.

- The administrative team consists of the Principal, Assistant Principal and coach. The administrative team, specifically, the coach spearheads professional development for teacher team leaders and the faculty. Teacher team leaders facilitate meetings, generate and maintain agendas, minutes, student work products and other instructional tools. For example, the team leader served as a guide as the team focused on examining student work and process; while other ELA and ESL teachers shared instructional decisions. The team leader ensured that all voices were heard and that the meeting concluded with a summary of the instructional implications and next steps. Distribute leadership structures as such enable teachers to influence important decisions around teaching and learning.

What the school needs to improve

- Enhance data analysis of strengths and needs for student subgroups to track student progress and target instructional decisions. (2.2)
 - Although, teachers are engaged in looking at student work, gathering and organizing data, they currently do not analyze targeted data to identify strengths and needs of student subgroups of ELL, students with disabilities. Data reports at the school level provide a broad overview of student progress, however, a finer grain or “drilled down” analysis of targeted data analysis is missing to inform and impact instructional decisions to support the needs of diverse populations.
 - Although, teachers collaborate to generate uniform assessments, on-going checks for understanding and students self assessment to meet all student learning needs is inconsistent. Teachers embed “I can” learning targets within their lessons; however, some teachers were less effective than others in utilizing “I can” and other checks for understanding strategies and inconsistently made adjustments during the lesson, resulting in an uneven ability to meet the needs of all students.
- Further identify students and differentiate goals for subgroups within all classrooms to accelerate student mastery of concepts and skills. (3.2)
 - Teachers do not currently analyze data to detect which students require additional supports; and set long term goals and interim goals for student subgroups including class, grade level, students with disabilities and ELLs. For example, ELL students moved from Beginner to Intermediate; however it is unclear as to how the data informed differentiated goal setting tailored to scaffolding and accelerated student learning. Further, students were observed working in groups; however, there was no evidence of interim goals for groups to leverage outcomes, minimizing opportunities to increase student progress for specific sub-groups.
- Embed within the instructional pillars well defined interim goals with specific action plans to clearly and strategically monitor evidence-based progress towards school-wide goals. (5.3)

- The instructional pillars are evident within the school's professional development plan. However, the professional development plan does not include measurable and timed interim goals to monitor and foster reflection and revision that are aligned to and based on student performance and CCLS. As a result, the school does not intentionally adjust its plans or goals to offset change or progress.
- Through the use of google docs teachers have the ability to publish and share student goals. However, google docs have yet to be expanded to include systems for measuring the progress effectiveness of interim goals. As a result, teachers are not regularly modifying their plans and strategies as needed, hindering instructional improvement efforts.
- Refine Common Core aligned curricula and academic tasks to further build all students' conceptual understanding and level of thinking across subject areas and grade levels to ensure college readiness. (1.1)
 - The school has developed curriculum maps aligned to the school's theme and burgeoning CTE program. However, current curriculum maps list the CCLS standards, but inconsistently align the standards to rigorous habits and higher order skills and assessments across grade and subject areas. Therefore, college readiness skills and tasks are not embedded throughout grades and subject areas to meet citywide expectations. Hence, the faculty does not have a comprehensive understanding of what student performance for all learners will resemble over time, hindering efforts for preparing students towards college and career readiness.

Part 3: School Quality Criteria 2011-2012

School name: Business of Sports School	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 as evidenced by meaningful student work products?			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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			X	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students progress toward school and class expectations?			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 staff, students and families, and support students and families to achieve them?			X	
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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, guidance/advisement 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, with particular attention to the CCLS?			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