



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2014-2015

**The High School for Enterprise, Business and
Technology**

**High School K478
850 Grand Street
Brooklyn
NY 11211**

Principal: Holger Carrillo

**Date of review: March 31, 2015
Lead Reviewer: Janice Ross**

The School Context

The High School for Enterprise, Business and Technology is a public high school with 1,016 students from grade 9 through grade 12. The school population comprises 37% Black, 57% Hispanic, 2% White, and 4% Asian students. The student body includes 8% English language learners and 17% special education students. Boys account for 68% of the students enrolled and girls account for 32%. The average attendance rate for the school year 2013-2014 was 89.0%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	Additional Findings	Well Developed
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Focus	Proficient
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels	Additional Findings	Proficient
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Celebration	Well Developed
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Well Developed

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders consistently communicate high expectations connected to a path of college and career readiness and partner with families to support student progress toward those expectations.

Impact

Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear, focused, and effective feedback and guidance/advisement supports to ensure that students, including high-need subgroups, own their educational experience and are prepared for the next level.

Supporting Evidence

- The school has a designated college office that is print rich with college related pamphlets, and important admissions and financial aid information. A designated college advisor is assigned to this office and his sole purpose is to assist students with the college application process. Students and parents both discussed the positive impact the school's Saturday workshops have on the financial aid and college preparation process. In addition, the school celebrates college acceptances by displaying the students' names and college acceptances in the hallways. The school has an active honor society, which was evidenced throughout the hallway and from speaking to the students who have been inducted into the program. The school has created an "Are You in the Green" campaign where students are able to identify themselves through their identification number and track their credits and Regents scores according to the New York State Graduation Requirements. Those who are on track have their names highlighted in green. These results are posted around the school building.
- Teachers, students and parents all spoke about the success that the program Jupiter grades has had on their school's academics and college preparation in regards to high expectations. Parent and students are provided with a log in and password, where they are able to log in daily to monitor their progress. Teachers' update their students' progress daily and parents can email teachers questions about their child's H.W. assignments, grades, behavior, attendance, etc. Students are also able to communicate with their teachers through e-mail.
- Teachers share that school leaders support their development through frequent observations, and professional learning focused on high expectations for all students through modeling, and curriculum writing support. For example, one teacher team articulated how school leaders collaboratively participate in the development of unit plans and model teaching strategies by providing teachers with copies of lesson plans, unit plans and tasks. This is all shared in the department drop box.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts.

Impact

Across classrooms, student work products and discussions reflect high levels of student thinking and participation.

Supporting Evidence

- The school believes that in order for students to learn best, they should be engaged in rich academic discussion, between both teacher to student, and student to student. This was evidenced across classrooms. For example, in the 11th grade US History class students were engaged in a lesson that used a jigsaw strategy, where students conducted the discussion with questions generated in their groups. They worked in groups to determine whether the author of the article was in support or in opposition to President Roosevelt's plan. The Geometry class also had students working in groups and discussing geometric concepts with one another
- Across most classrooms, students were engaged a variety of products that reflected high levels of student thinking and participation such as in the English class, where students were working in groups, with assigned roles on creating a positive commercial or advertisement for a media unit, which incorporated real world application. Similarly, in the mathematics class, students were engaged in a real world problem that culminated in a sharing out to their classmates. In the US History class students were engaged in a debate on the New Deal in preparation for writing an editorial. Students were required to cite evidence from resources in defense of their claim.
- Although most classrooms employed group work, only one classroom strongly evidenced differentiation to support how Students with Disabilities and English Language Learners learn best, which resulted in a high level of ownership and participation. Some lesson plans evidenced attention to differentiation. The English teacher had graphic organizers available, different groups had different purposes to explore by interest, and students had different roles assigned to them.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Well Developed
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Findings

School leaders and faculty ensure that curricula are aligned to CCLS and/or content standards and strategically integrate the instructional shifts, resulting in coherence across grades and subject areas that promote college and career readiness for all students.

Impact

Rigorous habits and higher-order skills are emphasized in curricula and academic tasks and are embedded in a coherent way across grades and subjects so that all learners, including ELLs and SWDs, must demonstrate their thinking.

Supporting Evidence

- A review of curricular documents provided evidence of alignment to Common Core Learning Standards and strategically integrated the instructional shifts. For example, the English language arts map for 11th grade references a use of texts that are of different complexities, and become more complex as the year progresses. All maps contained the CCLS with assessments aligned to those standards. Each map lists summative, formative and performance based assessments that require students to demonstrate their thinking. Some assessments are researched based, requiring writing to sources, in support of that instructional shift.
- The maps all show attention to Understanding By Design Principles, such as the use of essential and overarching questions. Maps also reference Universal Design for Learning principles to address English language learners and Special Education students. For example, in the English language arts grade11 map, Universal Design For Learning strategies are outlined such as options for grouping, use of graphic organizers, and multiple modalities. On the Living Environment map there are references to materials being pre-highlighted, different ways to post questions and reveal answers, as well as the use of sentence starters during grouping.
- Special programs such as the math and science institute support college and career readiness. Gateway is another organization in the school that encourages minorities to major in math and science programs. There are two Career and Technical Education state approved curricula: Hospitality and Tourism, and Computer Information System Company (CISCO) Networking Academy. There is also Advanced Placement courses and College Now.
- Curriculum is created through engageny.org and is aligned to state standards. Teachers create maps as a team; administration supports them by providing actionable feedback. Teachers modify the maps according to those recommendations. Digital collaboration is used for map building. This was evidenced through the demonstration of the school's use of GoogleDocs.

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school's curricula, thus providing actionable feedback to students and teachers regarding student achievement.

Impact

The school uses common assessments to determine student progress toward goals across grades and subject areas and the results are used to adjust curricula and instruction.

Supporting Evidence

- The school utilizes Jupiter Grades to enable teachers to provide feedback and guidance to parents and students in preparing them for the next level. Parents, students and teachers all spoke the same language about the positive impact that Jupiter grades has had on monitoring student progress. A grading policy was visible across all classrooms ensuring that students know what is expected of them.
- Assigned tasks are graded using rubrics that provide feedback on strengths, weaknesses and give student's next steps. This was visible across classrooms and in the hallways. In class, students were discussing each other's work in groups and were supported by the teacher circulating and asking questions to promote student engagement. For example in the English language arts, social studies and science classes, all students were engaged in group work where they were discussing each other's work with one another.
- Teachers assess student work and adjust curricula. This was evidenced through the observed teacher team meeting, where teachers were examining student work from English language arts and social studies formative assessments to work on the alignment of the English language arts and social studies curricula. Teachers reviewed the school's goals of citing evidence, use of accountable talk and argumentative writing.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Findings

The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity and promoted the implementation of CCLS (including the instructional shifts), resulting in school-wide instructional coherence and increased student achievement for all learners.

Impact

Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work for students they share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of goals for groups of students.

Supporting Evidence

- In teams, teachers meet by grade and department to plan strategically for using evidence to support arguments in discussions, which is aligned to their instructional focus.
- The school has a structured and well-defined schedule of regular professional collaboration. All teachers meet regularly once a week and informally once a day to common plan. All agendas, minutes and related documents are uploaded to Google-docs. Drop box is used to provide school access to lessons and maps. Each teacher has access to these documents and each department has access to modify them. A Statement Proof Analysis protocol is used to improve common language across subject areas.
- During the teacher team meetings, teachers articulated that through the results of inquiry, 95% of the students in Participation and Government had failed their US History Regents. The team suggested the use of the last month of Government to conduct CC aligned Regents prep. As a result all students passed the US History Regents.