



**Department of  
Education**  
*Carmen Fariña, Chancellor*

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

# **Quality Review Report**

## **2014-2015**

**Business Technology Early College High School**

**High School Q315**

**230-17 Hillside Avenue  
Queens  
NY 11427**

**Principal: Hoa Tu**

**Date of review: April 21, 2015  
Lead Reviewer: Joan Prince**

## The School Context

Business Technology Early College is a high school with 112 students in grade 9. The school population comprises 31% Black, 29% Hispanic, 8% White, and 22% Asian students. The student body includes 1% English language learners and 15% special education students. Boys account for 73% of the students enrolled and girls account for 27%. The average attendance rate for the school year 2013-14 is not available due to new school status.

## School Quality Criteria

<b>Instructional Core</b>		
<i>To what extent does the school...?</i>	<b>Area of:</b>	<b>Rating:</b>
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	<b>Additional Findings</b>	<b>Proficient</b>
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	<b>Focus</b>	<b>Proficient</b>
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	<b>Additional Findings</b>	<b>Proficient</b>
<b>School Culture</b>		
<i>To what extent does the school...?</i>	<b>Area of:</b>	<b>Rating:</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Celebration</b>	<b>Well Developed</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...?</i>	<b>Area of:</b>	<b>Rating:</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>Additional Findings</b>	<b>Well Developed</b>

## Area of Celebration

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

The school has established a culture for learning that communicates high expectations to the entire school community and provides clear, focused and effective feedback and guidance supports to ensure students educational, including a path to college and career readiness.

### Impact

The principal consistently communicates high expectations to the staff resulting in a culture of mutual accountability. This culture provides clear, focused and effective feedback and students are given guidance and information to attain the next level and develop a path to college or career readiness.

### Supporting Evidence

- The school supports the academic growth of both teachers and students by offering ongoing feedback through several methods of support. Teachers receive extensive professional development, lesson observations, inter-visitations and informal walkthroughs with feedback provided. Students have rubrics for every assignment with actionable feedback given, as evidenced through examination of portfolios in classroom and student work.
- There is a college readiness element in the school that is working with the 9<sup>th</sup> graders called Transition Intervention and Enrichment (TIE) that includes mentoring students having difficulties. This program is in the CEP and has been revised with teacher input to assure that students are receiving feedback regarding college and career readiness and guidance supports when needed on the college process.
- The school has established partnerships with parents/families to support students' progress through the use of surveys, special programs of celebration (all students, staff, families) and where student voices are heard to become major stake holders in their learning. There are student led conferences, student surveys, as evidenced by a recent survey that revealed that the majority of students want to keep the school as it is planned and continue building upon the community relationships.
- Students are able to apply and negotiate for various leadership positions with the school community and have started club formation, student government, student ambassador program and a student led tour/docent program, which I experienced upon entering the school.
- This is a business exposition around career and college readiness and students have built on this experience by visiting a Physics Lab, the Museum of Moving Images and facilitating conferences with their parents to communication blasts, including backpack, mail, email, robo-call and posts on the website. Along with these programs is a biweekly Network Group News emailed to all students and families giving details on Careers and College information.

## Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

### Findings

Across classrooms teaching practices are aligned to the curricula and reflect the Danielson's Framework for teaching and the instructional shifts. Student work products and discussions reflect high level of student thinking and participation.

### Impact

Students are appropriately engaged in challenging tasks and demonstrate high-order thinking skills in discussions and their work products.

### Supporting Evidence

- The student use of technology, student independence and cooperative learning groups are key components of daily instruction as seen in the seven lessons observed. Several classes observed were interpreting and analyzing text and citing evidence Graded student work included written feedback with aligned rubrics allowing for actionable feedback from the teacher.
- Danielson and the CCLS are aligned to pedagogy and curricula /teaching strategies provide multiple entry points as shown through Curriculum Units, lesson plans and lessons observed. In the 9<sup>th</sup> grade Physics class the teacher was circulating to each group working on a packet of materials that included a graphic organizer and vocabulary concepts. The students were sharing ideas and working together in small groups discussing wave length and reflection. There were instructional and process charts around the room. Each packet included a list of materials, glossaries and a rubric to provide support. Each group of students had the responsibility of presenting their conclusion at the end of the lesson.
- Students in most classrooms visited were engaged in group learning with conferring by the teacher to lead to more essential questioning by the students. In the 9th grade business class, the SMART board indicated SWOT (Strengths/Weakness/Opportunities/Threats) what does this stand for and why is it important? Each group had to determine a type of business and entrepreneurship to create a budget, best location and business potential success. Students will be presenting and the class will analyze the business potential as stated. Students were surprised upon examining criteria that money alone cannot guarantee a successful business. Depth of Knowledge were embedded throughout the lesson, such as "Analyze the outside influence that can affect the success or failure of a business."

## Additional Findings

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

Across classrooms, teachers use rubrics and assessments aligned with the curricula and use the results of common assessments to adjust curricula and instruction. Teachers' assessment practices consistently reflect the use of ongoing checks for understanding.

### Impact

Ongoing assessments provide actionable feedback to students and teachers regarding student achievement. Effective adjustments are able to be made to meet all students learning needs based on consistent checks for understanding.

### Supporting Evidence

- Teachers use common rubrics aligned with the curricula as evidenced through curriculum units and lesson plans. These rubrics provide actionable feedback to students with suggestions for improvement, as seen in student work books shown to me at the student meeting and on display. Teachers, at both meetings, articulated a clear goal that every lesson plan has scaffolding and multiple entry points to assist all learning and assist them in checks for understanding.
- There are Apple TVs in every room and they are used as an interactive feature, Apple laptops are available to create assessments, track student progress, analyze results using data driven components and create student profile sheets that are shared with all teachers. ALL technology is also available to students to create work products. Teachers use rubrics aligned with the school's curricula and Danielson's Framework to provide actionable feedback to students regarding achievement.
- Checks for understanding and student self-assessments are part of an overarching plan that captures the types of assessments needed and the expected outcomes. This plan is informed by the CCLS and Danielson with a process to measure student learning through writing tasks, shared rubrics, along with next steps. Every grade level inquiry team creates grading policies which are reviewed by the principal to ensure they reflect the alignment of instruction to the Common Core Learning Standards.
- Across classrooms students were using rubrics to identify and categorize each part of citing textual evidence as shown in the ELA class where students were reading an article about President Kennedy Speech on the Cuban Missile Crisis. Students were using post-its to indicate particular sentences or paragraphs that they deemed important. They then went through a gallery walk to see each other's statements. There were whole class and small group discussions.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

All teachers are engaged in inquiry based professional collaborations where they systematically analyze their own practices as well as student work and data.

### Impact

The instructional capacity and coherence among teachers has increased along with student achievement for students.

### Supporting Evidence

- Teacher teams collaborate in an inquiry approach as evidenced at two team meetings and from agendas throughout the year. Common planning is daily and team meetings are weekly, but teachers stated that they meet informally during lunch as well. The Humanities/ Learning Lab teacher team observed looked at student work/data analysis based on current assignments and data from the US History Regents. They looked at the language of the exam for both ELA and US History classes. This team meeting specifically informed teaching practice.
- All teachers had training in *Accountable Talk* by Lauren Resnick and are building Socratic Seminars and debates into the ELA Curriculum Units/ Humanities/ US History and Science classes. Professional Development is calendared weekly and is based on teaching experience and individual teacher needs. Common planning times are scheduled during the day for teachers to meet in different team configurations to share insights on learning styles and needs of individual students.
- Each subject area team has created their own rubrics, and focuses on practices and protocols to develop supportive partnerships. Based on recent agendas there has been inquiry professional development to inform strategic classroom student assignments. As stated at the team Q&A meeting: “Collaborative sharing has helped to build essential skills into the curriculum.” Teachers stated at both meetings that they take on responsibility for their professional development rather than relying heavily on top down delivery in which teachers could be “passive observers.” Therefore they have an active schedule of inter-visitations to see best practices and what has been successful. There is a “buddy system” where an effective teacher is paired with a developing or early career teacher. Visits are set up through the teams to other schools with similar models.
- Teacher teams that are interdisciplinary meet weekly to look at student work, conduct curriculum shares and identify interventions and common teaching strategies to increase coherence and student progress. Teachers interviewed all agreed that the collective efforts of teacher teams have had a direct impact on their approaches to student grouping, looking at student data and on informed collaborations with a focus on improving student learning outcomes.

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Proficient</b>
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**Findings**

Curricula and academic tasks are aligned to the Common Core and content standards and strategically integrate the instructional shifts, emphasize rigorous habits, and higher order thinking skills for all learners. Purposeful decisions are made to build college and career readiness.

**Impact**

All learners have access to rigorous academic tasks that are embedded in a coherent way across all subjects ensuring rigorous habits and greater student learning outcomes ensuring college and career readiness.

**Supporting Evidence**

- The curriculum is a six year scope and sequence designed with Queensborough Community College and SAP, an International Enterprise Software development company. The process is Common Core aligned embedding the instructional shifts and Webb’s Depth of Knowledge essential questioning levels.
- Courses are mapped to balance the number of Regents exams students needed to take per year, and foundation courses for the college degree pathways program. Content area classes, college courses and business classes with the Network for Teaching Entrepreneurship (NFTE) support informing teachers about student progress.
- The curriculum planning committee (with input from all teachers) works on a Success and Readiness Matrix to follow student progress in each college course, as indicated in Scope and Sequence and MOSL.
- As evidenced in unit and lesson plans, scaffolding and higher order thinking skills and assignments are embedded into planning. There are Learning Lab structures in place to response to student performance in classes and on summative and formative assessments to increase purposeful outcomes toward college and career readiness.
- College readiness classes, in conjunction with Queensborough Community College and SAP, the school’s business partner, are building upon intervention and enrichment processes for students.