

# Quality Review Report

## 2017-2018

**The High School For Enterprise, Business And  
Technology**

**High school 14K478**

**850 Grand Street  
Brooklyn  
NY 11211**

**Principal: Holger Carrillo**

**Dates of Review:  
May 1, 2018 - May 2, 2018**

**Lead Reviewer: Debra Tasioudis**

## The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the **Area of Celebration** to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the **Area of Focus** to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as **Additional Finding**. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

## Information about the School

The High School For Enterprise, Business And Technology serves students in grade 9 through grade 12. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

## School Quality Ratings

Instructional Core		
<i>To what extent does the school...</i>	Area	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	<b>Additional Finding</b>	<b>Well Developed</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>Additional Finding</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>Area of Focus</b>	<b>Proficient</b>

## School Quality Ratings continued

<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area</b>	<b>Rating</b>
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults	<b>Additional Finding</b>	<b>Proficient</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>Area of Celebration</b>	<b>Well Developed</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area</b>	<b>Rating</b>
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	<b>Additional Finding</b>	<b>Proficient</b>
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community	<b>Additional Finding</b>	<b>Proficient</b>
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection	<b>Additional Finding</b>	<b>Proficient</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 Finding</b>	<b>Proficient</b>
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS	<b>Additional Finding</b>	<b>Proficient</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

School leaders consistently communicate high expectations. Beginning with a summer bridge program and continuing through graduation, staff effectively partner with families.

### Impact

Staff maintains and benefits from a culture of mutual accountability for high expectations. Partnerships with families support students in their progress toward college and career and technical education.

### Supporting Evidence

- School leaders consistently communicate high expectations for professionalism, instruction, and communication, to the entire staff, as well as aligning professional learning to the superintendent's instructional expectations. Teacher leaders attend district professional learning sessions hosted by the superintendent's office about content specific instructional initiatives in each content area. Teachers then lead campus-wide professional learning sessions on the last Friday of each month, leading professional learning not just for their colleagues within their school, but across the campus. In these sessions, teachers identify and norm "look fors" in lesson delivery that include student engagement in higher level thinking activities having to do with reading, annotating, discussion, writing. Teachers also focus on students' ability to clearly articulate a position, provide textual evidence, listen to one another, and consider and respect different perspectives on a topic. Teachers then conduct learning intervisitations and walkthroughs across the school to support and hold one another accountable for these expectations.
- In a meeting, parents shared that communication with families about expectations and student progress is the greatest strength of the school. As one parent shared, "When my daughter was entering and I came to the first meeting here, they were already talking about the children succeeding and going to college." Several parents shared how the eighth to ninth grade summer bridge program set them and their children up for success before high school even began by making expectations for rigor, homework, and study habits clear. One parent shared that her daughter came in failing classes from junior high school, but was now successful because of the summer bridge program, and the time her teachers took to get to know the family. Several parents shared that teachers and staff offer advice about how to tutor students at home, and ensure that students and families know where to turn for academic support.
- Parents agreed that the college going culture at the school begins the minute they have contact with the school, and continues until the students are in college. The school's website contains a wealth of information for parents about Advanced Placement (AP), *College Now*, and career and technical education programs that the school offers. There are also workshops and one-on-one meetings with guidance staff to support families in understanding college options, preparing students for college admissions and technical certification exams, financial aid, and preparing students and families for their students to go away to college, thus successfully creating a partnership with parents. As one parent shared, "The teachers don't make us feel intimidated about college. They build a respectful relationship, with students and with us, so that we feel comfortable coming in to ask for help or guidance."

## Area of Focus

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

Across classrooms, teachers use portfolio rubrics and assessments aligned to the curricula, yet a clear portrait of student mastery is evolving. Teachers and students consistently check for understanding.

### Impact

Teachers and students use data from rubrics and assessments to obtain actionable feedback regarding student achievement. Teachers make effective adjustments to meet students' learning needs and students are sometimes aware of their next learning steps.

### Supporting Evidence

- In the meeting with students, most shared that their teachers regularly provide feedback, and several students' shared actionable next steps and rubrics attached to their work. One student shared a piece of work from a project in a Cisco class about transferring data and information through a network of personal computers. The student shared their graded work, a checklist that the student used to self-assess, and the teacher used to grade his work, and next steps about the importance of placement of the internet protocol address in attending to connectivity issues. The student also shared that the teacher spent time with him, providing him with an additional mini-lesson, and another opportunity to try the steps again, demonstrating clear next steps for the teacher and student regarding student achievement. Another student shared a writing piece from an English class on Steinbeck's *Of Mice and Men*. The piece was accompanied by a rubric that the student used to self-assess during the writing process, and the teacher used to provide the student with a grade and feedback about the use of quotes in writing. This use of checklists or rubrics and actionable next steps for students was seen in student work shared throughout the meeting and in classrooms across the school.
- Across classes, teachers share a common assessment strategy of circulating through the room to observe students and check for understanding during student worktime. Teachers then use a mid-lesson interruption, often a whole class share by a student to help clarify thinking for others. In an *Algebra for All* class, students worked in small groups to solve quadratic equations by factoring. The teacher circulated around the room listening to student discussions, and invited two students up to the board to share their work and thinking with the class. As the students shared, several students went back to revise their work, making this an effective adjustment to meet student learning needs. This was common across classes.
- Also common across classes is the use of student self- and peer assessment. In some classes, students used checklists and rubrics as they worked, so that students were aware of next steps. In others, teachers across classes provided students with exemplars to meet student learning needs during independent work time. In an Earth Science lab, students created data tables to track the movement of the moon, sun, and Earth to note their effect on ocean tides. The two teachers circulated around the room, listening in to student discussion and reviewing student work. Both teachers carried an exemplar of a table with similar data, and offered it to students who needed it, helping them to note mistakes in their own data collection and make adjustments. In the meeting with students, students shared that this provision of models to students individually was common across classes, and students appreciated the one-on-one guidance.

## Additional Finding

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

Teachers and staff ensure that the curricula align to the Common Core, International Baccalaureate (IB), and career and technical education standards, and strategically integrate the instructional shifts to embed rigorous habits across the content areas.

### Impact

College and career readiness is promoted across the grades and subjects. Teachers ensure that all learners, including students with disabilities and English Language Learners (ELLs) must demonstrate their thinking.

### Supporting Evidence

- School leaders and faculty ensure that units and lesson plans strategically emphasize a focus on speaking and writing across the content areas, including in the career and technical education and AP courses. In math lesson plans shared, there is purposeful alignment to speaking and listening standards, as well as math Common Core standards, ensuring that students have to explain, justify and elaborate their answers, as was observed in a lesson plan shared on solving quadratic equations. Similarly, a unit from a Living Environment course shared on reproduction and development includes major understandings in science, reading and writing standards, and key ideas from the Common Core and New York State Science standards. This purposeful attention to interdisciplinary connections is embedded in units and lessons across the grades and subjects, resulting in coherence that promotes college and career readiness for all students.
- School leaders and staff ensure that the school's entire English curricula are shared online with teachers across the grades, and there are also overviews of all units, organized around themes such as gender roles, voices of protest, and finding ourselves in nature, with attention to skills, standards, vocabulary and key understandings across the grades. The units that follow also include core lessons aligned with the school's focus on students engaging in text-based discussions and writing with evidence from various texts, including classics and new literature, such as *Amerikanah*. This planning and sharing of the units across the grades helps teachers to ensure that standards and instructional shifts, such as text-based answers are embedded across the grades.
- Units include purposeful planning for multiple entry points and rigor for all learners, including students with disabilities and ELLs. Instructional supports, include guided questions for specific students. Across content areas, there are learning activities planned to engage students at different levels within heterogeneous groups, with tasks ranging in complexity, such as analyzing texts, evaluating arguments, and defining key vocabulary terms as seen in a twelfth grade unit on taking risks that centers around *Beowulf*. Units, such as a science unit on reproduction and development includes major understandings and ideas for differentiating them while maintaining alignment to the standards, as well as ideas for leveling texts and tasks for students. Lesson plans demonstrate continuation of this planning for specific groups of students. This planning and refinement using student work and data so that the lowest and highest achieving students, ELLs, and students with disabilities have access to the curricula and tasks was common across the grades and subjects.

## Additional Finding

<b>Quality Indicator:</b>	<b>1.2 Pedagogy</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

Across classrooms, teaching practices are aligned to the curricula and use of the school's 5-30-10 model. Students have thirty minutes of each period to produce work products and engage in discussions.

### Impact

Students produce meaningful work products and demonstrate high levels of thinking and participation in partnered and project-based learning.

### Supporting Evidence

- Across classes, teaching practices align to the school leader and superintendent's articulated beliefs about the best structure of a 45-minute class period. In every subject area, teaching practices align to a similar model, where the first five minutes of each period is used by the teacher to introduce information or a topic to students, and give students a quick warm-up activity connected to the day's learning objective. This leads into thirty minutes of student worktime, often broken up into smaller ten-minute increments, where students engage with math problems, text, a film clip, or an online learning task with the student getting more information about the topic independently. Students then engage in a ten-minute discussion with peers, comparing documents or looking at the same text through a different lens, and then spend ten minutes independently or collaboratively producing writing or preparing a presentation of their learning. Finally, the last ten minutes of class is dedicated to student presentations or sharing of their learning during the period. This structure, known by teachers and students across the school as the 5-30-10 model ensures that students have opportunities to collaborate and discuss texts, share opinions and demonstrate their mathematical thinking, aligned with the instructional shifts and the Danielson *Framework for Teaching*.
- In an Integrated Co-Teaching (ICT) English class, students worked in small groups to engage in an online text analysis, collaborative writing, and discussion tasks with peers. Students each had their own computers, and were able to analyze and annotate a common text, leaving comments and questions on the computer screen that were visible to their peers. This allowed students to demonstrate high levels of student thinking and participation, through the common online discussion and annotation on the text. Similarly, in other math and technology classes, students engaged in academic discussions and arguments about the strategies they used in problem solving.
- In most classrooms, students engaged in collaborative group work or project-based learning that allowed many opportunities for discussion and the demonstration of high levels of thinking and participation. In an AP Language class, students worked through a do-now writing prompt at the beginning of the period, writing about the function of polite speech in conversation. Once students finished their independent writing task, they moved into teams that aligned with their beliefs about whether or not polite speech is necessary. Students shared their arguments with one another, selected the best arguments, and then engaged in one-on-one debates with students from the opposing side, utilizing one another's arguments, and taking note of the opposing side's argument. The teacher then sent students back to their original teams to discuss arguments; students revised their arguments, and then went back into debate, many choosing new opponents. While this level of student ownership was not evident across classes, the structured opportunity for students to demonstrate their thinking and engage in uninterrupted discussion of their ideas with a peer was common across classrooms.

## Additional Finding

<b>Quality Indicator:</b>	<b>4.1 Teacher Support and Supervision</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders and peers support the development of teachers, including those new to the profession, with feedback that accurately captures strengths, challenges, and next steps using the Danielson *Framework for Teaching*.

### Impact

Frequent cycles of observations provide teachers with effective feedback in the form of glows and grows that articulates clear expectations and supports teacher development.

### Supporting Evidence

- School records demonstrate that school leaders engage teachers in frequent cycles of observation, and provide teachers with effective feedback aligned to the Danielson *Framework for Teaching*. The assistant principals serve as instructional leads for different departments, and conduct observations and provide feedback to teachers within departments, with the principal observing every teacher at least once during the year. With consistency, administrators provide teachers with effective, time-bound feedback aligned to the Danielson *Framework for Teaching*, in the form of glows and grows from the lesson observed and a review of student work or data from the lesson. Records demonstrate, and teachers confirmed that observations occur monthly, or every other month for the majority of teachers to regularly elevate school-wide instructional practices.
- Teachers also observe one another in intervisitations that focus schoolwide expectations for instruction, though teachers do not yet provide one another with feedback aligned to the Danielson *Framework for Teaching*. Observation reports written by school leaders demonstrate feedback that articulates clear expectations for teachers on the school's 5-30-10 model, the use of multiple entry points and differentiation, and infusing technology in instruction. In a meeting, teachers shared that after observations, the school leaders and teachers meet for a debrief conversation, that the school leaders open with reflection questions for teachers, such as, "How do you think the lesson went?" "What are some improvements you think you could make to the lesson?" Teachers also shared that these questions promote professional growth and reflection, and that their own ideas are often included in their next steps.
- Written feedback shared in observation reports provide teachers with strengths, challenges, and next steps. One report, typical of others shared, included ratings and evidence from the lesson that were connected to the Danielson *Framework for Teaching*, and included strengths and low inference notes, and clear next steps. For the next step, the teacher was asked to differentiate the texts for students by topic, such as economy/credit, culture, race/gender relations, religion, prohibition, to foster more rigorous discussion for students and align to student interest, aligned with the school leaders' beliefs about how students learn best. In another, the next step focused on the teacher's integration of technology and presentation of material, suggesting that the teacher change the font of the presentation of information and add some animation to the presentation to ensure that all students have access to the material. These next steps, typical of other next steps for teachers, articulate clear expectations.



## Additional Finding

<b>Quality Indicator:</b>	<b>4.2 Teacher Teams and Leadership Development</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

Teacher teams engage in inquiry-based collaborations. Distributive leadership structures are in place.

### Impact

Teacher teams promote the achievement of school goals, and teachers lead the work of *AP for All*, the school's career and technical education programs and IB curricula.

### Supporting Evidence

- The majority of teachers engage in structured inquiry on both departmental and grade level inquiry teams to promote the achievement of school goals and the implementation of the Common Core. In department meetings, teachers focus on curricula and assessment practices across the grades, ensuring coherence and reinforcing particular standards across the grades within content areas throughout the high school. In grade level teams, teachers focus in on more granular curricular inquiry, analyzing student work and data, and focusing on building academic tasks and common assessment strategies within curricular units. There are also teacher leaders who serve on a campus-wide curricular inquiry team to ensure that schools across the campus integrate citywide instructional initiatives, such as *AP for All* with fidelity and develop professional learning to strengthen the instructional capacity of teachers across the school sites.
- During the review, a geometry team was observed engaging in structured inquiry that centered around their current unit. A continuation from their previous meeting, the agenda guided the teachers through looking at student work with an eye toward rigor in the unit assignments, ensuring that students are writing about math with fluency, and using arguments in their work. Teachers shared student work connected to an instructional strategy that they had been implementing as a result of their last meeting, sharing student successes and challenges that led teachers to share insights and additional support strategies with one another, strengthening the instructional capacity of teachers. Teachers also spent time reviewing and discussing the assessments in the unit, including an in-class assessment, formative assessment, and additional assessment techniques to inform their instruction before the Regents exam. Teachers also shared new ideas and insights from professional learning sessions that they could infuse in their curriculum and instruction, such as implementing station teaching in the ICT and general education classes.
- Teachers who serve as instructional leaders within each department collaborate with administrators and teachers across the campus to create professional learning experiences for all of the teachers and administrators. There are also additional leadership roles that allow teachers to have a voice in key decisions that affect student learning within the school, such as the model and master teachers, and other teachers who lead the school's budding IB program, the academic departments alongside administrators, and teacher leaders of the school's career and technical education tracks.