



**NYCDOE**

**Quality Review: Final Report**

# **The New York City Department of Education**



# **Quality Review Report**

**Global Enterprise High School**

**High School 541**

**925 Astor Street**

**Bronx**

**NY 10469**

**Principal: Rick Levine**

**Dates of review: May 19 - 20, 2008**

**Lead Reviewer: George Wallace**

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## Part 1: The school context

### Information about the school

Global Enterprise High School is a high school with 392 students from grade 9 through grade 12. The school population comprises 37% Black, 58% Hispanic, 3% White, and 2% Asian students. The student body includes 17.3% English language learners and 18.6% special education students. Boys account for 56% of the students enrolled and girls account for 44%. The average attendance rate for the school year 2006-2007 was 77.2%. The school is in receipt of Title 1 funding with 75% eligibility.

The school shares a building with two other schools. The library, cafeteria and sports facilities are also shared.

## Part 2: Overview

### What the school does well

- The school collects and interprets a wide range of relevant student performance data that senior leaders thoroughly analyze.
- Two very able assistant principals support the principal in decision-making that has a significant, positive impact on student life and performance.
- The inquiry team has been effective in providing a focus on specific groups of students, the outcomes of which are improving student achievement.
- Parents feel welcome and find it easy to contact staff, and are particularly pleased with the quality and frequency of information received from the school.
- Leaders use the budget well to improve the numbers and deployment of specialist staff throughout the school.
- There is a positive climate of care and trust between students and staff so that students are comfortable talking with staff over issues of interest and concern.
- Students like their school, feel safe and well supported in a positive learning environment where relationships and behavior throughout are good.
- The principal is a well-respected leader who encourages a strong level of commitment and care for students' academic and personal welfare.

### What the school needs to improve

- Provide additional training for teachers in data analysis and interpretation to guide differentiation strategies in the classroom.
- Use grade meetings to ensure that regular discussions take place to set appropriate goals and decide upon the best actions for all students.
- Ensure that expectations of students and teachers are appropriately high within school and clearly communicated to parents.
- Improve consistency in teaching and introduce a broader program for the arts to increase levels of active student participation and motivation in lessons.
- Ensure that strategic development plans include sharply defined goals, together with systematic strategies to secure these goals within agreed timeframes.
- Provide frequent opportunities for teachers to share best practice and learn from each other.

## Part 3: Main Findings

### Progress made since the last review

The school has made some progress in addressing the issues identified in the previous Quality Review report

### Overall Evaluation

**This school is underdeveloped with proficient features.**

Global Enterprise High School is an improving school. Staff, and especially students and parents, recognize that the school has improved over the past year, especially in the areas of safety, care and welfare for students. The well-respected senior leaders show strong levels of commitment and care for students' academic and personal welfare. Attendance is rising, lateness falling, student behavior is good and the school has modified the curriculum and provided additional support for those students with specific needs. The principal has worked with the faculty to reinforce staff core-commitments to try to eliminate inconsistencies of practice across the school. Parents feel welcome and find it easy to contact staff and, in particular, are very pleased with the quality and frequency of information they receive from the school.

Teachers collect and use student data arising from tests, quizzes and other means. These form the basis of end-of-marking period assessment points. The principal uses this data effectively, alongside Regents scores and course credit updates. However, teachers' use of data in decision-making for the wide variety of student needs is highly inconsistent. Therefore, teachers' planning and instruction are insufficiently differentiated. Consequently, for a significant proportion of students, expectations are not appropriate and the challenges presented in class are poorly matched to their needs. Improvements in the organization and identification of professional development have helped staff raise their understanding of a number of issues, not least the value of data use. Of particular note are the research findings arising from the work of the inquiry team. Improvements have occurred in the reading skills of the lowest performers in grades 9 to 11, together with improvements in writing skills with the thrust on writing across the curriculum. However, the overall curriculum does not include a sufficiently broad arts program. Scheduled common planning periods happen rarely. It is difficult for teachers of the same grade to share work examples of any students that are of interest or concern to members of the team and set suitable goals for improvement.

Teachers set annual targets for students as motivational tools to help them focus on their core goal of graduation. School goals are in place, but not in a single cohesive plan. The goals are insufficiently sharp and not always measurable, or have interim and final evaluation points or success criteria. Some of the areas for improvement, identified in the last Quality Review report, form part of the 2007-08 School Improvement Plan. For example, the school has made significant progress in the area of data analysis and use. Whole school planning, however, still requires some development.

## **How well the school meets New York City's evaluation criteria**

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.**

**This area of the school's work is proficient.**

The school collects a wide range of useful and relevant data. Senior leaders, including counselors, are good at keeping track of student performance. Counselors, in particular, meet with students frequently to re-affirm their performance and progress, and discuss what they need to do to be on course for graduation, or "college ready". The school has positive results from three inquiry team programs to develop faculty thinking about data use in raising students' achievement in reading and writing. The school has streamlined data on special education students, but members of staff, especially general education staff who teach special education, do not routinely have copies of the individual education plan goals, or any other essential pieces of information pertaining to the students' welfare. Data on English language learners is up to date and used efficiently to determine students' needs and progress. However, since the routine use of data across the school is inconsistent, there are few examples of data influencing teachers' planning and subsequent teaching. At senior leader level, there are many examples of data analysis for student categories of interest to the school. For example, the analysis of credit accumulations with seniors led to a shift in thinking about monitoring credit accumulations throughout the school. The principal also has analyses of student performance by gender and ethnicity. There are useful examples of senior leaders, sometimes with teachers, looking closely at past performance data to investigate patterns. One outcome of such analysis was to change the science program to provide additional science opportunities for students. The principal uses the school progress report to make comparisons with other schools. However, beyond this there is little use made of data about, or any other links with, other schools. The focus for training in data analysis has been on the school progress report and scholarship reports. However, there is no widespread use of data to inform instruction closely.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.**

**This area of the school's work is undeveloped with proficient features.**

Teachers in their collaborative meetings discuss students' performance, but rarely bring data to such sessions. They set long-term goals for students to motivate them towards graduation. The school focus is to increase the number of students graduating with a score in excess of 65. However, rigorous and robust evaluation of goals, at interim points through the year, is not a feature of the school. There are a number of focus groups researching students' needs, in particular the students with the lowest reading scores per grade. Close work with these students has helped to raise their competencies and enjoyment of reading. Other groups, especially those in greatest need of improvement are often those with attendance and behavioral issues. The guidance counselor and new assistant principal have worked closely to steer students back onto a path of study and progress. Few members of the school community are aware of the core, school improvement goals. Staff recognize that there has been a

thrust on the issues arising from the previous Quality Review report, but have never received or been taken through the implications of these goals on their work. Teachers' expectations vary widely across the school and are not clear enough to be tangible to students and parents. They are keen that students should achieve well, however, there are few teachers whose planning is sharply focused ensuring that they have thought through the best ways to achieve the aims of each lesson. Parents are pleased with the range and depth of communications from the school. In addition, they value the ease with which they can contact staff. In view of the open-door policy, parents also value being able to talk with staff about their children.

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

**This area of the school's work is proficient.**

The school offers a basic curriculum founded on Regents requirements for graduation. Valuable additions to this include the business studies program and the advisory period. These sessions include good opportunities for students' personal and emotional development and citizenship growth. There is a very small arts program and physical education is provided through some sharing of the campus resource for sports. Teachers provide a safe environment in which students learn. Classrooms are pleasant, but wall displays vary greatly in quality. Teachers recognize that they are accountable. However, they model their instruction more on "telling content" and asking students to copy information, rather than enabling students to learn through challenging research, experiment discussion and inquiry. Few teachers encourage active participation in lessons by allowing students to take more responsibility to develop skills in their own learning. Teachers use data too infrequently to refine their planning. Therefore, differentiated learning is in its infancy. Leaders make effective use of school finances to improve staffing for students in greatest need. Data use by the principal has also led to reorganization of some courses, including the establishment of advisory classes. Students, however, find the scheduling of the same classes at the same time each day rather tedious. There is respect between staff and students, and in particular between students and the senior leaders who care passionately for their welfare and academic and personal development. Attendance is improving and fewer students are late than was the case last year.

**Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.**

**This area of the school's work is proficient.**

The senior leaders have a refined and informative system of monitoring and providing feedback on the quality of teaching. Their written notes form the basis of discussions with teachers to engage them in thinking about their practice, although in several instances there is insufficient focus on the effectiveness of students' learning. The provision of professional development has improved considerably over the past year. There is now a coordinated program on each Friday afternoon. Staff members discuss various relevant subjects, sometimes with inputs from outside speakers. Professional

development is now meeting the needs of individual staff as well as the whole-school needs outlined by the goals in the principal's personal plan. Inter-visitations mostly occur for new teachers. However, leaders recognize that the sharing of good practice is an important element of school improvement and consequently they have scheduled more team meetings for the next school year. The school provides good support for new teachers who have a formal mentor. Advice also comes from the assistant principals and subject leaders. Youth development and guidance is strong and has been growing through the past year. Outside organizations help so that students are supported in their studies and especially in their approach to learning generally. There are many effective external partnerships providing support to students. For example, after-school programs on becoming successful learners incorporating workplace internships; enrichment courses at a local college for high-performing math and science students; and centers such as Bronx Zoo. The school runs smoothly and effectively addresses school discipline and related incidents.

**Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

**This area of the school's work is underdeveloped with proficient features.**

The school bases improvement plans largely on the areas for development as identified in the last Quality Review. Teachers are broadly aware of these priorities, although the plans do not cover requiring improvement. Presently the improvement plan lacks written goals with measurable success criteria at interim evaluation points. In addition, the systematic steps of the strategies to secure each goal are not sufficiently clear. There is a commitment to improve students' achievements through improving the work of teachers. However, the current plans do not embrace many actions or strategies required to bring this about. For example, the use of student data in all subjects to enhance teachers' planning and to lead to differentiated learning for students is not yet a clear, sharply focused element of the school's improvement plan. Teachers use periodic assessment data to track students' performance in their subject, but its use to effect changes to plans or strategies is inconsistent through the school. The outcomes of such assessments are passed to senior leaders who use them to monitor and track students' progress towards graduation and effect change where required. The principal and counselors, on analyzing such data, use their findings to make changes to benefit students. For example, research into the number of students performing just below the 11-credit accumulation level per year, has identified and targeted the group as requiring a small amount of additional support for them to achieve significant success. There are no formal interim or final evaluations of the school goals. However, the principal knows his school well and he, together with other leaders, frequently discusses students' performance and the work of the school in raising performance. Assistant principals largely define their priorities for improvement within their sphere of accountabilities and are successful in their work. The principal has a clear vision for the future of the school, but a sharper focus and wider sharing of that vision, to effect significant change, is not yet convincingly apparent.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Global Enterprise High School</b>	Δ	▷	✓	+	◇
<b>Quality Score</b>		X			

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.**

<b>To what extent do school leaders and faculty provide . . .</b>	Δ	▷	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?			X		
1.2 an objective, constantly updated understanding of the performance and progress of special education students?			X		
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?			X		
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?			X		
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?			X		
1.6 a measurement of performance and progress based on comparisons with similar schools?		X			
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?		X			
<b>Overall score for Quality Statement 1</b>			X		

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.**

<b>To what extent do school leaders and faculty . . .</b>	Δ	▷	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?		X			
2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?			X		
2.3 identify and improve the performance and progress of those students in greatest need of improvement?			X		
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?		X			
2.5 convey consistently high expectations to students and their parents/caregivers?		X			
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?			X		
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?		X			
<b>Overall score for Quality Statement 2</b>		X			

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

<b>To what extent does the school . . .</b>	Δ	▷	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?			X		
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?		X			
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?		X			
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?		X			
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?			X		
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?			X		
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?			X		
<b>Overall score for Quality Statement 3</b>			X		

<b>Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?			X		
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?			X		
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?		X			
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?			X		
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
<b>Overall score for Quality Statement 4</b>			<b>X</b>		

<b>Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?		X			
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?	X				
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?		X			
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?		X			
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?			X		
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?		X			
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?			X		
<b>Overall score for Quality Statement 5</b>			<b>X</b>		

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>