



The New York City Department of Education



Quality Review Report

**Academy of Hospitality and Tourism at Erasmus
Hall Campus**

**High School 408
911 Flatbush Avenue
Brooklyn
NY 11226**

Principal: Adam Breier

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Part 1: The school context

Information about the school

The Academy of Hospitality and Tourism opened in September 2006 on the Erasmus Hall Campus in the Flatbush area of Brooklyn. Business exploration and the academic program prepare students for college. Students will be exposed to business through two programs, one in culinary arts and a second in hospitality and tourism. The school works in partnership with the National Academy Foundation which provides a business curriculum, job shadowing experiences, visits from leading industry executives and paid summer internships.

Erasmus Hall High School, established in 1787, was the first secondary school in New York State. Today the campus is shared by five small high schools, with two older schools on the site being phased out. The campus is based around a quadrangle, with shared facilities, such as an auditorium, library and gymnasium.

The Academy of Hospitality and Tourism currently serves 99 students in grade 9, but is planned to serve approximately 432 students in grades 9 through 12. The student population at present comprises approximately 84% Black students and 1% each of Asian, Hispanic and White students. All students are Title 1 eligible. Approximately 4% of students are English language learners and 4% are special education students. Attendance is currently at 88.5%.

Part 2: Overview

What the school does well

- The principal leads by example, with clear vision and energy, and an excellent knowledge of his staff and students.
- The principal analyzes data carefully to understand student performance, create groupings and share information, so the school can respond quickly to student need.
- The school structure is firmly rooted in the National Academy Foundation model and enjoys partnerships to provide opportunities for work-based learning.
- The school has established good relationships between staff and students.
- The school has some strong teachers who offer a range of experience and skills which they willingly share.
- The principal and staff use creative ideas to motivate, involve and nurture students.
- The school works hard to hear the student voice in decision making.
- Despite its small size, the school has established several clubs for students, such as travel and dance.
- The school works hard to take individual student need into account and personalize learning.
- School bulletin boards celebrate success and clearly identify performance indicators and alignment to standards.

What the school needs to improve

- Ensure consistency of instruction and classroom management across the school.
- Aim to further improve attendance.
- Work to further involve parents and the local community in sharing and supporting the vision of the school.
- Develop timed action plans for school, subject, grade and class goals based on data analysis, to build on the good foundations already made.
- Extend teachers use of data to set individualized goals, track progress and differentiate instruction.
- Establish formal systems to evaluate and review all aspects of the school's work as measured by data and eventually involve all stakeholders.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

In the short time that the school has been open it has created an atmosphere of inclusivity where all students are welcomed, listened to and offered the opportunity to prepare themselves for college and business. The principal has worked tirelessly since July 2005, when the process of opening the school began, to establish a small school environment where students feel comfortable and able to succeed. Teachers, parents and students speak highly of the principal's vision, high expectations and accessibility.

The school location on a shared campus brings benefits but also some constraints. As this school grows, careful liaison and management is needed to ensure that the school's unique vision and character is preserved.

The principal leads the staff with determination, dedication and a clear picture of the steps needed to develop the school further. With only six teachers at present, he is limited in the initiatives that can be introduced. Through ongoing professional discussion and development, as well as recruitment, he is forging a team of like-minded administrators and teachers who are working collaboratively to improve student outcomes.

The principal leads the way in the use of data to drive instruction and improve outcomes, which is progressing well. More time is needed for some aspects of data to be fully developed and used effectively across the school, particularly as the school grows and staff numbers increase.

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 student progress over time.

This area of the school's work is proficient.

The principal analyzes all available data to understand student performance and share information. He has analyzed information on grade 8, or previous results for English language arts and mathematics, for example, to gain initial insight into possible strengths and weaknesses of this first enrolment of students. Through the use of technology he has set up systems that allow for filtering of current information, but also for additional data to be added over time to systematically build a picture of the students as a whole and as individuals. This is used to identify groups of students at risk of promotion and to target appropriate speedy intervention. Analysis by ethnicity, academic intervention need, English language learner and by class is also undertaken. Data is not broken down by gender as students are looked at primarily as individuals since student numbers are low.

Information is presented to staff from these analyses in a variety of formats including graphically. Due to the small school size the principal has taken this task on himself at present. He is working on analysis by age, as the student population has some students who are older than the majority in this grade. Skills are being developed in teachers to use

data to observe patterns and trends, improve instruction and student outcomes. Staff assess achievements regularly in a variety of ways. Comparison of data from different marking periods, for example, is impacting on instruction and advisory sessions. Attention is paid to pass and fail rates, with credit data inputted at the end of each semester. Team meetings enable staff to collectively consider how to use the data to improve outcomes.

The principal is aware of the need to develop timed action plans for all school goals based on data analysis, with all teachers involved as the school grows. These include subject, grade and class goals.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student’s next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student’s learning.

This area of the school’s work is proficient.

The principal actively engages the staff in a collaborative process to drive the school forward by centering them on the establishment of common goals and objectives. This is rooted in data analysis such as assessments and teacher observation, including an awareness of different learning styles. Consideration is given, for example, to how instructional practice could change to improve pass grades. Analysis is by class, student or subject level. Teams are able to meet frequently, by faculty or department or in study group sessions, and there is ongoing informal discussion amongst all teachers. Through these meetings teachers are being supported to develop their skills in data use to target need by individual and group in their joint planning. For example, this year they have refined the grading structure of an ‘incomplete’ grade. There is a free exchange of ideas and strategies. Professional development also supports this growth, with the principal also contributing informally to teachers’ acquisition of data-based planning and evaluation.

The school works hard to take individual student needs into account and personalize learning. This extends to involving students in self-assessment, target and goal setting for themselves, but is not common practice for all teachers. Credit recovery programs after school and on Saturdays, as well as some pull-out tutoring, target students who are in greatest need of improvement or have failed one class. The invitation to attend is equally extended to all students. School bulletin board breakdowns celebrate success and clearly identify performance indicators and alignment to standards. This serves as a reminder of high expectations and also shows how to improve.

The school works hard to hear the student voice in planning and decision making, such as when amending the dress code policy and to involve parents. The school is fortunate in having the strong support of some parents. The college wishes to involve more parents and the local community, so that the school vision and high expectations can be seen to drive all members of the school community.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

This area of the school’s work is proficient.

The school curriculum is aligned to the mandated curriculum in English language arts, mathematics and social studies and the living environment. The business elective is in accordance with National Academy Foundation guidelines. Mapped courses for English language arts include links with social and global studies, with hospitality and tourism links currently being mapped. The curriculum is aligned with State standards and core performance indicators by grade are already in place. The addition of a Spanish program has enriched the curriculum. To aid consistent record keeping, the school has purchased software to enable progress reports to be generated and data analyzed. At present not all teachers use this weekly. The school is aware of the need to extend teachers’ use of data to set individualized goals, track progress and differentiate instruction

The principal and effective staff use creative ideas to motivate, involve and nurture students, such as the ‘Share Fair’. This gives all students the opportunity to demonstrate and explore new programs. Balanced literacy and the workshop model underpin an instructional model that is clearly detailed in the school handbook. There is some quality instruction and the school aims to ensure consistency of instruction and classroom management across the school, through accountability. The school wishes to ensure that knowledge from data informs all instruction, such as homework tasks, to take account of different literacy levels.

Despite the small size of the school and limited number of staff, the principal manages to resource the school well, with each classroom having leveled libraries. The principal uses the budget, staffing and schedules carefully. He is flexible and responsive. For example, to address literacy needs intervention service training has been paid for and equipment also bought for a motor-challenged student. The school also provides several clubs for students, such as travel and dance, which also demonstrates considerable commitment from the staff.

The school has established good relationships between staff and students. Students feel valued and that staff will help with problems, whether academic or personal. Although attendance and engagement are given high priority by the school, some students feel that not all lessons are engaging. Attendance is good overall but remains a priority for the school.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school’s collaboratively established goals for accelerating the learning of each student.

This area of the school’s work is proficient

The principal is carefully selecting new staff who share the school vision and passion. He appoints staff who will complement the existing skills, content and experience base and who are willing to develop their professional practice. The professional development within the school is clearly linked to student need as identified through data analysis. As a result, integration of literacy strategies across the curriculum is one focus. Professional development is part of a whole school plan to deliver quality service to students and is

integrated within the open collaborative school culture. The principal leads by example, with clear vision and energy and an excellent knowledge of his staff and students.

Through needs expressed by staff and observation, professional development is ongoing for faculty and individuals. The principal visits classrooms frequently every day. As a result he has a comprehensive knowledge of staff strengths and areas for development. He utilizes staff professional capacity well. Staff are being developed as reflective practitioners and active participants in the growth of the school and instructional dialogue is ongoing, supportive and collaborative among all staff.

Staff appreciate the leadership and collaborative style of the principal. He is respected for his determination, drive and accessibility by staff, students and parents. The school has established good relationships between staff and students, which includes the principal reaching out to individual students to mentor them. As a result the school generally runs smoothly.

The school structure is firmly rooted in the National Academy Foundation model and as such enjoys partnerships with high profile businesses and corporations to provide opportunities for work-based learning. These support student understanding and achievement. Students have already benefitted from these opportunities, which are an integral part of the curriculum at this school. The school monitors these partnerships to ensure the experiences fit with the school plan for quality programs.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is undeveloped.

The school has a clear model on which it is based. At this stage it has not been required to develop a Comprehensive Education Plan. The staff are already engaged in consideration of the goals for next year. Collaboration to review the year and plan for the future will be supported by a staff retreat. The professional development plan is intended to dovetail with this, based on the continued integration of literacy throughout the curriculum. As the school grows there will be a need to establish formal systems to evaluate and review all aspects of the school's work as measured by data, eventually to involve all stakeholders. Given the time the school has been in existence it has made good progress towards self-evaluation, reflection and the development of a cyclical planning format that builds year to year.

The school has already established reflective practice in its planning and has, for example, responded flexibly to student need as identified through data and made changes to assessment criteria and grading. The school is developing mapping across the curriculum to optimize opportunities for student success by forging links between subject disciplines. This also enables reinforcement of literacy strategies. Staff are gradually embracing new ideas and initiatives to support the student-centered approach through flexible response. The school has a clear idea of its direction and is led by a principal who is working with his staff to drive this new small school to further success.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Academy of Hospitality and Tourism at Erasmus Hall Campus (HS 408)	∅	✓	+
Quality Score		X	
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 student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • each student, classroom, grade level, 		X	
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • ethnic groups, English language learners, special education students* 		X	
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • all other categories of interest to the school* 		X	
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.	X		
Overall score for Quality Statement 1		X	

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.		X	
2.2 Goals and plans focus on the school as a whole and 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 Particular attention is given to improving the performance and progress of students in greatest need of improvement.		X	
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.		X	
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.	X		
Overall score for Quality Statement 2		X	

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.	X		
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.		X	
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.		X	
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.		X	
Overall score for Quality Statement 3		X	
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.		X	
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.		X	
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.		X	
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.		X	
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
Overall score for Quality Statement 4		X	
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.	X		
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.		X	
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.	X		
Overall score for Quality Statement 5	X		