



The New York City Department of Education



Quality Review Report

High School of Hospitality Management

High School 296

**525 West 50th Street
New York
NY 10019**

Principal: Matthew Angrisani

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Reviewer: Denis Pittman

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Part 1: The school context

Information about the school

The High School for Hospitality Management is located on the west side of Manhattan, close to the theater district where there is high concentration of hotel and hospitality establishments. The school opened in September 2004 and it is part of the Park West Educational Center. The neighborhood is a mixed residential and business area and attracts a diverse mix of people. The school draws its students from Manhattan, the Bronx, Brooklyn and Queens. There are 296 students enrolled in the school. The ethnic composition is 55% Hispanic, 35% Black, 10% Asian and 2% White. The school has relatively low proportions of special education students (7%) and even fewer English language learners (3%). Attendance levels (85%) are below that of City and similar schools. The school is in receipt of Title 1 funding for 90% of students which is well above that of similar and City schools.

Part 2: Overview

What the school does well

- The principal has a clear vision for the school and is well respected by students and staff.
- The standards achieved by students show an improving trend of performance.
- Relationships between students and staff are positive, which is reflected in the good support and help students receive.
- Students enjoy school and respond well to the high expectations made of them.
- Parents are appreciative of the commitment of staff.
- A strong collaborative ethos is being developed amongst the staff.
- The school has good partnerships with the community and other support agencies to enhance its instructional programs.
- The school provides many support programs to promote credit acquisition and remediation needs of students.
- The school makes good use of targeted resources in the development of extended day intervention services.

What the school needs to improve

- Ensure that data can be accessed in a coherent and consistent form and provides the information needed to evaluate performance and plan for improvement.
- Develop teachers' ability to analyze and use data.
- Ensure that differentiated instruction is consistently applied across classrooms and grade levels.
- Improve procedures for monitoring and raising levels of student attendance.
- Improve the consistency and effectiveness of school procedures and the monitoring of instructional programs.
- Continue to develop strategies for improving parent involvement in the school.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

The principal has a clear vision for the school. He has worked energetically and purposefully to promote its goals and values. In that context, a supportive community has been created which emphasises respect for the individual. The curriculum is structured to emphasize aspects of the school's hospitality theme such as an appreciation of different cultural customs. There is a lack of consistency in the school's work in achievement, particularly in the area of literacy skills. Staff are working collaboratively to achieve the aim of developing coherence in teaching throughout the school. In the lessons where the work is geared to students' level of ability, and has sufficient range of activities, students are fully involved in their lessons. The school is monitoring the progress of individual students proficiently but does not have a sufficiently robust overview of trends in performance through successive classes and grades. The lack of sufficient administrative staff is a contributing factor in this deficiency relating to data analysis. This staffing shortfall also has a detrimental effect upon the efficiency of day to day administration.

Parents are appreciative of the commitment staff make to support the education of their children. Productive partnerships within the community are broadening the learning experience of students. The school has established a secure basis for its continuing 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 student progress over time.

This area of the school's work is proficient.

The school has access to substantial amounts of objective data which it is able to analyze on a student, classroom and grade level basis. However the multiplicity of data collection systems means that access to information in a coherent and consistent form is an issue for the school. Nevertheless the outcomes of external data such as Regents tests are periodically updated so that the school has an appropriate overview of the performance of specific classes and students. A particular strength is the work of the mathematics department in its analysis of data. The school recognizes that their procedures are a model for other subjects to follow. In a broader context the school is able to identify through its review of data the requisite support which may be given to staff or students. This review does not give a sufficient in-depth analysis of data associated with ethnic groups. The number of students who are English language learners or who are special educational students is relatively small and in consequence the monitoring of the performance and progress is more secure.

As part of the 'Empowerment School Initiative' the school began a process of periodic assessment. Data is effectively collected through conferencing activities, tests and interviews with parents. A particular focus of the school has been to improve the literacy

skills of incoming grade 9 students. The analysis of standardized test scores and a literacy assessment, administered at the school's orientation session, indicated weaknesses in writing and comprehension. The school has appropriately created special support classes for low-achieving students based upon this data. A structured literacy program (Wilson) has proved to be successful in raising basic competencies. Teachers are able to effectively identify strengths and weaknesses through a systematic skills analysis in order to focus their interventions.

As a recently established school it does not have a significant amount of comparative data to draw upon. The school appropriately reflects on its Regents data to focus upon areas for improvement and identify specific strengths such as in mathematics. However the technical problems associated with the school's piloting of periodic assessment means that a comparative analysis of the outcomes of classes and grade overviews is not strong. In a similar vein there is limited comparison of performance outcomes with similar schools. Given the school's unique orientation of hospitality management, this is understandable.

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 school has effectively implemented a range of collaborative meetings to promote planning for short-term and long-term goals. Faculty and grade team meetings provide an appropriate context for broader discussions about the curriculum and how to meet the specific requirements of students within a grade level. A particular strategy the school has adopted is that of interdisciplinary planning and instruction. For example, grade teachers of global history and English meet regularly to plan the curriculum, analyze student work and identify targets for student achievement. These targets are challenging but achievable. Strategic decisions about the allocation of financial resources and staffing led to the formation of an 'Empowerment School Initiative' team. The focus of the team is to provide an in-depth analysis of the progress of low achieving students in mathematics. The team has identified five students in each grade to receive substantive mentoring support. The data on the student's progress is being systematically analyzed to identify possible trends and resulting interventions which might have wider application for the school. Currently, an interim evaluation is being undertaken to identify such issues.

The school's high expectations in the areas of 'service' and 'responsibility' are reflected in a student contract. The school expects students to take ownership of their learning. To that end it has identified a 'Courtesy Code of Ethics' which is built upon mutual respect between students and adults. These are an appropriate reflection of the practice associated with hospitality management. 'Pride in appearance' is an element which the school promotes through its provision of blazers for students when they are in school. This also creates a sense of identity with the school's goals and objectives for them. The impact of this strategy is seen in a substantive number of internships which the school is able to arrange with businesses in the leisure and tourism industry. The school effectively conveys its high expectations of student behavior and achievement through newsletters and parent conferences. However, parental involvement with the school is not strong. To some extent this is a function of the fact that this is not a zoned school and as a result students travel from many areas of New York. The parents association has a limited but nevertheless energetic membership. There is a commitment to open communication

within and outside the school. The school's goals and plans provide an appropriate focus for the activities 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 curriculum is appropriately aligned with mandated requirements. The organization of the 9th grade curriculum has a focused commitment to global studies. The additional time which is given to this course means that students are able to take the Global Regents examination at the end of the grade. The outcomes have been successful. This approach has effectively enabled the school to collect and analyze more detailed and systematic information about student progress in this course. The thematic context also enables close ties to be established with English and hospitality classes. There is a 'mirroring' effect within the 10th grade curriculum where science courses are organized in a similar manner. These organizational strategies appropriately support the promotion of interdisciplinary planning within the school.

The principal has clear guidelines on teacher accountability. The responsibilities of staff in relation to improving teaching and student outcomes are appropriately documented. The school does not analyze elements of its data collection to ensure that it is used consistently as a basis for improving instruction. For example, there is insufficient use of assessment data to underpin the differentiation of activities to meet the range of abilities in some classrooms. Expertise which exists within the school is increasingly being shared to good effect through professional development activities. Grade team meetings also formally record discussions about multiple forms of assessment and the implications this has for instruction planning.

Budget decisions are appropriately driven by the needs of students. For example, the financial commitment to providing a low teacher to student ratio means that class sizes are small when compared with most New York City schools. Students are afforded more individual attention which is being reflected in improved student achievement. Scheduling decisions also reflect student requirements. An effective extended day program is provided for students to complete written assignments and receive individual help with homework problems. In addition the Saturday tutoring sessions are arranged for those students who need to make up course credits. The additional staff enables effective support mechanisms to be established for students.

Students are known well. This produces a 'family' community which elicits a strong identification with the school. Students are actively involved in their lessons and enjoy their experiences at the school. They are eager learners who are willing and able to talk openly with visitors. Students value the support, care and concern which are shown to them by all members of staff. It is evident that there is mutual respect between students and staff. Attendance is given a high priority but the lack of administrative staff results in ineffective follow-up procedures for absence and punctuality.

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 has clear criteria for the selection of staff. Prospective new staff are required to teach a model lesson and identify specific curriculum issues of interest. The expectations of being able to work collaboratively and be open to professional development are seen in practice within the school. The staff have been given appropriate guidance, through the professional development programs, on how to collect evidence in relation to guided reading and how to assess writing tasks through the development of rubrics. The ability to use data to compare outcomes across classrooms and within grade levels is however, variable. The collaboration between staff is seen in the effective planning which takes place in grade and whole faculty meetings. The support for each other is reflected in the sharing of ideas on the teaching of cross curricular themes. The lack of administrative staff places an extra burden on the principal. In consequence, although there is an appropriate schedule for lesson observations, it has not been systematically followed to produce a regular pattern. Where the observations have taken place the outcomes are effectively shared with staff. The opportunities for staff to evaluate each other are limited.

The principal is respected by staff, parents, and students. They recognize the efforts he has made to improve the tone, procedures and general environment of the school. Management systems to sustain improvements are not sufficiently integrated or robust to promote efficient data collection. The school is well ordered but does not have sufficient administrative support in order for the school to run smoothly.

The school works hard at developing its community relationships. A number of effective partnerships have been established including the Youth Line which promotes activities to enrich the community experience of students. Good links have been established with prestigious hotels to enable senior students to take up internships.

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 systematic review and diagnostic assessment of student performance in order to amend short term goals is effectively carried out in grade team meetings. It is in these contexts that appropriate modifications are made to curriculum related goals such as the development of connected themes related to the living environment course in grade 10. However, the evaluation of longer term goals is not sufficiently rigorous or formalized to ensure that those objectives are being met.

The comparison of student progress is taking place within individual classrooms but that information is not coordinated in order to get a picture of comparative patterns within and between grades. The problems associated with the implementation of 'periodic assessments' has resulted in an incomplete and inconsistent profile of student progress. There is some evidence of diagnostic assessment impacting upon practice. For example, in the promotion of literacy objectives, the development of common rubrics is achieving

consistency in grading of students' work. In general terms the variability within some subject areas has yet to be addressed in order to generate reliable information to amend and revise plans.

The absence of coherent data means that the principal is tending to react to circumstances rather than being proactive in his management practice. In consequence, the administration is not sufficiently sharp in realigning practices and resources to improve academic outcomes of students.

Part 4: School Quality Criteria Summary

SCHOOL NAME: High School of Hospitality Management (HS 296)	∅	✓	+
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		