



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Academy of Hospitality and Tourism at Erasmus

High School 408

**911 Flushing Avenue
Brooklyn
NY 11226**

Principal: Adam Breier

Dates of review: March 6 - 7, 2008

Lead Reviewer: Stephen Walker

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Part 1: The school context

Information about the school

The Academy of Hospitality and Tourism is a high school with 186 students from grade 9 through grade 10. The school population comprises 85% Black, 12% Hispanic, 1% White, and 1% Asian students. The student body includes 2% English language learners and 5% special education students. Boys account for 45% of the students enrolled and girls account for 55%. The average attendance rate for the school year 2006 - 2007 was 87.6%. The school is in receipt of Title 1 funding with 65% eligibility.

The school opened in 2006 to offer focused education in culinary arts, hospitality and tourism. It is situated on the Erasmus Campus and together with 4 other schools, shares some facilities including library and gymnasium.

Overview

What the school does well

- The principal provides imaginative and supportive leadership that is clearly shaping the development of this new school.
- The high degree of mutual respect between students and teachers leads to a positive atmosphere in classrooms and around the school.
- The school is effectively developing the use of assessment data to gain a good understanding of the performance and progress of students.
- Additional support from teachers helps students effectively who require additional help with their work.
- The specialized curriculum programs in culinary arts, hospitality and tourism provide good opportunities for work-based learning for the students.
- There is a comprehensive program of professional development that is improving the quality of teaching.
- There are very effective programs for the induction and support of new teachers.
- Parents speak highly of the school and greatly appreciate the information on their children's performance and progress.
- Effective partnerships with a large number of organizations and groups greatly enhance the educational opportunities for the students.

What the school needs to improve

- Develop further the analysis of whole-school performance data including reference to underachievement within gender and ethnic groups.
- Continue training in the differentiation of instruction so that teachers are fully using assessment data to address the learning needs of each student.
- Raise further the quality of instruction and management of students so that more lessons fully motivate and engage the students.
- Establish a system of specific goal setting for students in all subjects and classes so that performance targets are based on prior achievement and progress.
- Develop a strategic plan for the school and subjects with agreed priorities, success criteria, action plans and monitoring arrangements.

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 proficient.

The Academy of Hospitality and Tourism at Erasmus Hall Campus is a proficient school, which is beginning to develop some well-developed features. The school is now in its second year and is having considerable success in terms of academic achievement and personal development of the students. The principal provides strong leadership in establishing a clear vision for the development of the school. There is a positive atmosphere and students respect the commitment of the teachers. The school is developing the use of assessment information to gain a good understanding of the performance and progress of individual students. Teachers provide effective support for students who require additional help with their work. However, the school does not fully undertake a detailed analysis of gender and ethnic differences in performance. Communication with the parents and caregivers is good and this supports student achievement. A strength of the school is the comprehensive professional development program for the teachers. All staff, including a large number of new teachers, reflect on their teaching practice and develop strategies to engage and motivate students. The curriculum programs in culinary arts, hospitality and tourism provide vocationally based opportunities for the students. The school is continually seeking ways to improve further the effectiveness of the school. The inquiry team is undertaking valuable research on the identified target group in grade 10 and developing their skills in the use of inferences.

The school has made some progress in addressing the key issues in the last School Quality Review. The school is making progress in involving the parents and community groups more fully in the school. Rigorous procedures for monitoring attendance are now in place, although attendance rates are similar to last year. The school is investing support in improving teaching and classroom management, although this is still an important area but under-developed. Similarly, there is a great deal of training in the use of assessment information, although this is not fully having the desired impact on classroom practice in all classes so that instruction targets the individual learning needs of all students. There is detailed tracking of student progress and teachers identify student underachievement. Improvement targets are now set for teachers and students, although these are not always performance based or specifically linked to prior achievement. The school is developing formal systems of evaluations although it does not yet have strategic plans for the whole school or subject areas.

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 is effectively developing the use of assessment information to gain a good understanding of the performance and progress of students. It uses a wide range of data to track effectively the progress of individuals and groups of students in the first two cohorts of the school. The review of scholarship progress reports and the “data snapshots” for grade 10 and 11 are identifying “on-track, almost on-track and off-track” students. The school also monitors results after each marking period for each class and identifies students who are at risk of not reaching the required levels. The principal analyzes the performance of each class and discusses with each teacher their performance outcomes and improvement goals. The school is not using baseline information sufficiently to measure progress or proficiency gains for the students nor classes.

The principal makes a detailed analysis of similar schools in the peer group and recently visited a similar school in Texas to analyze their success in raising student achievement through personalized learning. There are satisfactory systems to record the performance and progress of English language learners and special education students. The school is not analyzing the differences in performance within gender and ethnic groups although it is aware of some underperformance among groups of boys and some Hispanic students. Training programs are clearly focusing on developing teachers’ skills in using assessment information and differentiating instruction. The school is not yet fully using ARIS or the Acuity assessment systems.

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 proficient.

The school collects performance records on individual students for each of the subject areas. Teachers keep detailed assessment records for their classes and use Scranton assessments to disaggregate data in order to identify deficient skill areas for the students. Students discuss general target goals within the advisory program and teachers encourage them to succeed in the courses. However, students do not have specific goals in their subjects so that their performance targets are based on prior achievement. The faculty conferences and “Kids Talk” provides opportunities for teachers to discuss individual student progress and identify students who are scoring below grade level. Students who require additional help with their work gain effective support from the teachers. Additional credit recovery classes are scheduled during the school day but after-school classes are not presently available for the students.

Parents and caregivers greatly appreciate the regular information about the progress of their children. Parents report that “there is a constant feedback from teachers and there is a progress report after each marking period”. The school alerts parents quickly if their

child is having learning difficulties and requires intervention support. Progress reports for parents and caregivers are detailed and informative. High expectations for all students are beginning to raise levels of achievement and the school mantra encourages students to aim high in a world “where the global market place is our playground”. Students and parents value the certificates and rewards for good work and attendance.

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 specialized curriculum programs in culinary arts, hospitality and tourism provide good opportunities for work-based learning. The business elective is in accordance with the National Academy Foundation guidelines. Parents feel that these electives provide good preparation for the world of work although students are not fully aware of how these support their credit accumulation. All students study the mandated curriculum in English language arts, math, social studies and the living environment, which provide detailed interim data about individual achievement. The Spanish program enriches the curriculum. There are limited classes offered in the creative and visual arts. There is a wide range of extra-curricular activities for the campus although participation by students is low. Many teachers are good practitioners and students demonstrate high levels of concentration and attention. They are increasingly using a range of activities that encourage students to take an active part in lessons. However, the management of students and the instructional techniques are not fully effective in all lessons. Display work is variable and there is lack of consistency across the classrooms. The school acknowledges the need to improve the quality of teaching and learning so that more lessons fully motivate and engage students.

Teachers are not always using assessment data to address specifically the individual learning needs of each student. The school acknowledges the need to continue training in the differentiation of instruction and use some of the models of good practice in the school. There is little attention paid to the different learning styles of boys and girls. Teachers are not fully using technology as a tool for teaching and learning. The high degree of mutual respect between students and teachers leads to a positive atmosphere in classrooms and around the school. Students appreciate the small size of the school “so that it is like a big family and teachers know you by name”. The school monitors absences well and there are rewards for good attendance.

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 well developed.

The comprehensive program of professional development is improving the quality of teaching in the school. A strength of the school is that teachers reflect on their practice and adopt an open approach to advice and support. The school uses departmental and faculty meetings as key opportunities for training. There is an emphasis on improving classroom instruction with the examination of topics such as the workshop model,

“accountable talk”, differentiation and the use of inferences. This is having an impact on classroom practice and all teachers now use the literacy strategies of “the seven habits of the professional reader”. External consultants and external courses provide additional support for teachers. Regular classroom observations by the principal or assistant principal provide detailed, diagnostic feedback at least four times per year. Teachers praise the usefulness of the organized peer group walkthroughs where “we saw, we heard and we wondered”. There are very effective programs for the induction and support of the large number of new teachers in the school. Each new teacher works with a mentor and the guided program ensures that they are observed at least once per week.

The school shares the guidance and support services with the campus schools and each student benefits from personal support through the advisory period with their assigned teacher. The school runs smoothly on a day-to-day basis because expectations and procedures are clear and reasonable. However, security staff are not visible in the corridors, particularly during the change of lessons. Effective partnerships with a large number of organizations and groups greatly enhance the educational opportunities for the students. The main partnership is with the National Academic Foundation, which provides support with the business curriculum, job shadowing, visiting speakers and student internships. Partners such as American Express, Marriott International and The New York State Restaurant Association enable students to gain first-hand experience of the commercial world.

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 proficient.

Teachers and leaders are using periodic assessments effectively to review plans and make the necessary adjustments in scheduling and classes. Teachers have target goals for improvement and these are sometimes, but not consistently, based on assessment passing rates of students. Individual students do not have specific target grades that are based on previous achievement. The assessment information for each marking period highlights any underperformance of students and intervention strategies are quickly put in place to support students who are at risk of not meeting the grade-level requirements. The principal and subject teachers regularly monitor intervention strategies in order to evaluate the effectiveness of support for these students. The school is regularly evaluating its performance and seeking new ways to improve the learning and progress of the students.

The principal provides imaginative and supportive leadership that is clearly shaping the development of the school. He is a strong instructional leader who is nurturing the young staff and working to establish common goals and objectives. Teachers are fully acting on the recent, advisory initiative and disciplinary policy. The school does not yet have a formal long-term plan although there are clear priorities within the principals’ performance review. There is also an improvement action plan regarding the tone of the school, but this does not have clear goals or success criteria. The school acknowledges the need to develop a strategic plan for the future development of the school and subjects with shared priorities, success criteria, action plans and monitoring arrangements.

Part 4: School Quality Criteria Summary

| | | | | | |
|--|---|---|---|---|---|
| SCHOOL NAME: Academy of Hospitality and Tourism | Δ | ▷ | ✓ | + | ◇ |
| Quality Score | | | 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.

| To what extent do school leaders and faculty provide . . . | 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 | | | |
| Overall score for Quality Statement 1 | | | 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.

| To what extent do school leaders and faculty . . . | 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 | | |
| Overall score for Quality Statement 2 | | | 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.

| To what extent does the school . . . | 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 | | |
| Overall score for Quality Statement 3 | | | X | | |

| 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. | | | | | |
|--|----------|----------|----------|----------|----------|
| To what extent does the school . . . | Δ | ➤ | ✓ | + | ◇ |
| 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 | |
| Overall score for Quality Statement 4 | | | | | X |

| 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. | | | | | |
|--|----------|----------|----------|----------|----------|
| To what extent do . . . | Δ | ➤ | ✓ | + | ◇ |
| 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 | |
| Overall score for Quality Statement 5 | | | | | X |

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|---|--|
| ◇ | Outstanding |
| + | Well Developed |
| ✓ | Proficient |
| ➤ | Underdeveloped with Proficient Features |
| Δ | Underdeveloped |